Report of the Committee of Council on Education in Scotland

1904-05

BOMBAY BRANCH
OF THE
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REPORT

OF

THE COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND;

WITH

APPENDIX.

69856

1904-1905.

Presented to both Houses of Parliament by Command of His Majesty.

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THE REPORT

OF THE

COMMITTEE OF THE PRIVY COUNCIL ON EDUCATION IN SCOTLAND TO THE KING'S MOST EXCELLENT MAJESTY IN COUNCIL,

For the Year 1904-05.

MAY IT PLEASE YOUR MAJESTY,

WE, the Lords of the Committee of Your Majesty's Privy Council on Education in Scotland, humbly submit to Your Majesty this the Thirty-second Annual Report of our proceedings under the Education (Scotland) Acts, 1872 to 1901.

SUMMARY OF STATISTICS RELATING TO SCHOOLS ON THE ANNUAL GRANT LIST.

Day schools.

During the year ended 31st August, 1904, the estimated increase of population was 1·1 per cent., while the number of scholars on the registers of schools under inspection increased by 1·02 per cent., with an increase of 1·94 per cent. in the average attendance.

The following table shows the figures in a form which will enable them to be easily compared with the corresponding statistics of the three preceding years:—

	1901.	1902.	1903.	1904.
Scholars on Registers	767,421	768,528	785,473	793,492
Average attendance	636,374	649,501	669,289	682,269
Percentage of average attendance to scholars on Registers	82·92	84·11	85·21	85·98
Infants, *i.e.*, scholars under seven, on Registers	158,517	155,707	156,416	156,859
Older scholars, *i.e.*, scholars above seven, on Registers	608,904	612,891	629,057	636,633

Of the 793,492 scholars on the register—

757,874 were children of school age (5-14);
14,099 were under 5 years of age;
142,760 were between 5 and 7 years of age;
156,859 were under 7 years of age (infants);
278,345 were between 7 and 10;
336,769 were between 10 and 14;
14,086 were between 14 and 15; and
7,433 were above 15.

Of the same scholars, 682,269 were, on an average, in daily attendance throughout the year.

Of every 100 of the average number of day scholars in attendance—

i. 52 were boys;
48 were girls.
ii. 19 were infants, *i.e.*, below 7 years of age;
36 were between 7 and 10;
45 were above 10.

Higher Grade Schools under Inspection.

In the average attendance given in the foregoing tables there is included not only that in the ordinary day schools, but also that in 74 Higher Grade Schools or Departments, having on the registers at end of the school year, the names of 9,927 scholars, of whom

533 were under thirteen;
2,833 were between thirteen and fourteen;
2,980 were between fourteen and fifteen;
2,054 were between fifteen and sixteen;
972 were between sixteen and seventeen, and
555 were over seventeen.

The average number of scholars in attendance in these schools during the past year was 10,107, while the average number on the Registers was 10,453.

The following Table shows the growth, during the past three years, in the number of Higher Grade Schools or Departments, the number of scholars on the Registers, and the average attendance.

Higher Grade Schools or Departments.

Year.	1902.	1903.	1904.
Number of Schools.	35	36	74
Number of Scholars on Registers aged:—			
Under 13	61	85	533
13 to 14	955	1,274	2,833
14 to 15	1,438	1,597	2,980
15 to 16	1,015	1,000	2,054
16 to 17	462	483	972
Over 17	180	216	555
Total	4,111	4,655	9,927
Average Attendance at:—			
1st year's Course	2,209	2,663	6,650
2nd year's Course	1,006	1,223	2,137
Courses beyond 2nd year	606	662	1,302
Total	3,821	4,548	10,107

Instruction supplementary to that of the day school is now provided for under the Continuation Class Code. For particulars as to the operations under this Code see Section IX. of the Report.

Another, and a separate, head of the Parliamentary grant consists of the payments made to eight Training Colleges, and four Local Committees for the training of King's Students, from which the supply of certificated teachers is mainly drawn. The number of King's Scholars in these colleges at the commencement of the current session was 1,387, whilst the number of King's Students in training was 263. The report upon these institutions by H.M. Chief Inspector, Mr. Scougal, and the detailed statistics relating to them, will be found in the Appendix. Training Colleges.

The following table shows, in a comparative form, the rate of progress since the Act of 1872. It has been pointed out in previous Reports, that before the year 1872, when the Education Act was passed, the Department had no statistics which could be tested from year to year, and from which a conclusive inference could be drawn as to the state of education throughout the country. Only Rate of progress since 1872.

a limited number of schools sought inspection; and while the inquiries of the Education Commission led them to the conclusion that a large number of the schools not under inspection were not in an efficient condition, the Department had no means of acquiring an exact knowledge of the extent to which the educational provision of the country was defective or unsuitable. It is only since 1872 that it has been possible to exhibit the results in a statistical form, and to draw reliable inferences as to the progress of education.

	Years					
	1872.	1880.	1890.	1900.	1903.	1904.
ESTIMATED POPULATION	3,395,802	3,705,314	4,109,275	4,324,944	4,571,030	4,621,311
NUMBER OF SCHOOLS	1,979	3,064	3,076	3,135	3,149	3,189
ACCOMMODATION—						
Day Schools	281,688	602,054	714,865	893,842	938,009	948,657
Higher Grade Schools	—	—	—	9,292	10,299	18,965
NUMBER ON THE REGISTERS—						
Day schools	—	534,428	664,466	753,287	780,818	783,565
Higher Grade schools	—	—	—	3,271	4,655	9,927
AVERAGE ATTENDANCE						
Day schools	213,549	404,618	512,690	626,089	664,741	672,162
Higher Grade schools	—	—	—	2,949	4,548	10,107
NUMBER OF—						
Certificated Teachers	2,566	5,330	7,745	10,845	12,195	12,801
Assistant „	—	444	1,320	2,418	2,555	2,718
Pupil „	3,642	4,582	3,883	3,926	4,165	4,182
King's Scholars in Training Colleges	729	892	861	1,250	1,385	1,387
King's Students (Art. 96)	—	—	—	110	193	263

Resources for Maintenance of Educational System.

The resources upon which our educational system is maintained may be classified as local and imperial, the local contributions consisting chiefly of voluntary subscriptions and of rates. Of these, the voluntary subscriptions in support of day schools reported on last year amount to 38,383*l.* The expenditure from rates upon the annual maintenance of schools, apart from any repayment of, or interest upon, loans for providing them, amounts to 605,963*l.* This does not, of course, represent the full expenditure from the rates on education.

During the year 1903–1904, as we learn from the Accountant in Edinburgh, whose report has not yet been issued, the total amount raised from the education rate was 1,186,036*l.* 10*s.* 5*d.*, which necessitated an average rate of 11·49 pence instead of 11·42 pence in 1902–1903.

Another item which formerly constituted a large part of the local contributions, viz., the school pence, has undergone, since 1st October 1889, a very material modification. This item is now replaced, as regards by far the greater part of its amount, by the fee-grants under the Parliamentary Vote and by sums accruing under the Local Taxation (Customs and Excise) Act, 1890, and under the Education and Local Taxation (Scotland) Act, 1892. The effect of these changes is discussed in a subsequent part of this Report.

The amount of Parliamentary grants to day schools under inspection has increased from 766,541*l.* 18*s.* 9*d.* to 810,361*l.* 4*s.* 5*d.*, while the rate of grant for each scholar in average attendance has increased from 1*l.* 2*s.* 11¼*d.* to 1*l.* 3*s.* 10¼*d.*

The cost of "maintenance" per child in average attendance was:—

In public schools - -	3*l.* 0*s.* 2¼*d.*
In voluntary schools - -	2*l.* 8*s.* 3¾*d.*

Towards which there was contributed:—

	In Public Schools. £	s.	d.	In Voluntary Schools. £	s.	d.
By ratepayers - - - -	0	19	11¾		—	
„ subscribers - - - -		—		0	8	7½
„ aid grant to Voluntary Schools		—		0	3	0
„ general aid grant - - -	0	1	7½	0	0	11
„ fee grant - - - -	0	12	0	0	11	7
„ fees—						
Children's pence, &c. - -	0	0	11¼	0	1	7¾
„ endowment - - - -	0	0	4½	0	0	9
„ miscellaneous receipts - -	0	0	6	0	0	6¼
Secondary Education Committees	0	0	9½	0	0	2½
Total - - -	£1	16	2¼	1	7	3

The sum of 219,040*l.*, voted by Parliament as a General Aid Grant for the year ending 31st March, 1905, has been distributed in terms of our Minute of 25th April, 1904. The table below* shows the amount granted to various descriptions of schools for the year ended 31st March, 1904, under the terms of the Minute of 28th May, 1903.

* TABLE.

TABLE showing the amount paid by the Scotch Education Department in respect of the General Aid Grant for the year ended 31st March, 1904 (six months grant).

	Section I. of the Minute. £	s.	d.	Section II. of the Minute. £	s.	d.	Total. £	s.	d.
To school boards for public schools -	13,420	0	0	80,738	5	0	94,158	5	0
To managers of voluntary schools:—									
Church of Scotland - - -	50	0	0	458	5	9	508	5	9
United Free Church - -	—			252	3	6	252	3	6
Episcopal Church - - -	300	0	0	1,512	1	9	1,812	1	9
Roman Catholic Church - -	220	0	0	8,590	17	3	8,810	17	3
Undenominational - - -	380	0	0	1,161	14	9	1,541	14	9
Total - -	14,370	0	0	92,713	8	0	107,083	8	0

Proceeding to deal separately and in greater detail with the questions to which these statistics relate, we may first consider the extent to which, and the manner in which, adequate school accommodation has been provided, partly before the passing of the Act of 1872, and partly under the system instituted by that Act; next, the attendance of scholars at the schools so provided; thirdly, the standard of instruction which has been maintained; and, lastly, the teaching power now available and the means for recruiting or developing that power.

I.—*School Supply.*

The following table shows the classification of schools on the Annual Grant List in the last three years as compared with that of 1872:—

——	1872.	1902.	1903.	1904.
Public	—	2,786	2,793	2,834
Church of Scotland	1,311†	21	20	18
Free Church	523	4	4	6
Episcopal	46	66	66	66
Roman Catholic	22	190	192	196
Undenominational and other schools	— ‡	78	74	69
Total	1,902	3,145	3,149	3,189

† Including parish (now public) schools, vested in the school boards by section 23 of the Act of 1872.
‡ Included with Church of Scotland and Free Church prior to 1879.

School places.

The schools on the annual grant list, which in 1872 provided for 281,688 scholars, or for 8·3 per cent. of the population, were in 1904 sufficient for 967,622 scholars, or 20·94 per cent. of the population.

Of the total increase of 685,934 seats in schools under inspection, we reckon that about 220,000 have been required to meet the growth of the population during the last 32 years. Making allowance for cases where accommodation may have been provided, somewhat in excess of present requirements, with a view to future needs, we still assume that a very large part of the rest of this increase (according to the calculation which was made in 1882, upwards of 274,000) is the measure of the deficiency in inspected schools at the passing of the Education Act.

School Building Grants.

Confining our statistics, as we are obliged to do, to those of the schools established before the passing of the Act of 1872, to which grants were made by the Education Department, and to those subsequently provided by school boards and voluntary agencies, under the supervision of the Department, we find that between 1839, when the administration of the Parliamentary vote was entrusted to the Committee of Council on Education, and 31st December 1886, when the last building grants were

paid, grants to the amount of 687,366*l.* were paid in aid of erecting 1,004 residences for teachers, and of—

building 1,402 new schools for - - 284,806 scholars, and
enlarging or improving 498 schools for 53,615 „

or for 338,421 scholars in all.

For 72,081 of these scholars accommodation was provided before the passing of the Act of 1872 by voluntary effort, aided by school building grants, in 422 new and 128 improved schools; at a cost to the promoters of 230,122*l.* 14*s.* 8¼*d.*, and to the State of 109,411*l.* 3*s.* 1½*d.*; and at the rate of about 4*l.* 14*s.* 2*d.* per scholar.

After the passing of the Education Act of 1872 building grants were made only to school boards, in respect of public schools, and, upon applications lodged before 31st December 1873, grants to the amount of 577,955*l.* were paid to school boards for the erection of 980 new, and the enlargement or improvement of 370 old schools, and for 766 teachers' residences. With the aid of these grants, met by local expenditure from the rates, to the amount of 2,097,883*l.*, accommodation was provided for 266,340 children, at a cost of 7*l.* 17*s.* 6*d.* per scholar from the rates, and of 2*l.* 3*s.* 5*d.* from the Parliamentary grant; or at a total rate of 10*l.* 0*s.* 11*d.* per scholar.

Loans.

The contribution from the rates was not drawn from the current income of school boards. In order to meet the expenditure upon the supply of school accommodation, independent of that which was met by the Parliamentary grant, school boards were empowered under section 45 of the Act of 1872 to borrow money upon the security of the rates. Until August 1878, when the tenure of office by the Board of Education expired, applications to borrow required the sanction of that Board; and during that period loans raised with such sanction amounted to 2,398,802*l.* 8*s.* 9*d.* Since August 1878 the duty of sanctioning such loans devolved upon the Department, and we have accordingly sanctioned since then * loans to the amount of 6,803,103*l.* 8*s.* 6*d.* The total sum of the loans sanctioned by the Board of Education and the Department, amounting to 9,201,905*l.* 17*s.* 3*d.*, thus represents the expenditure chargeable to the school rates from 1872 to the 31st January last, in providing school accommodation. As will be seen by comparison with the preceding paragraph, 2,097,883*l.* of this amount represents the contributions from school boards towards the provision of schools which were aided by building grants from this Department, while 7,104,023*l.* represents expenditure upon school accommodation provided by school boards without any aid from school building grants.

From these various resources, school accommodation to the amount of 967,622, places, showing an increase of 244 per

* To 31st January last.

cent. in the last 32 years, has been supplied to meet the requirements of the country. The building grants having ceased, the only assistance which can now be given to localities which have to provide additional accommodation is that afforded by loans, which render it possible to spread the expenditure from rates over a period of years. If it can be shown that the provision thus made has now placed us on a level with the present requirements, we may conclude that future effort will be necessary, in ordinary cases, only to maintain the supply of schools already provided, and to meet gradual and normal increase.

Attendance to be expected.

We have next to consider what number of children ought to be daily in attendance at school. The children between 5 and 14 (which is the school age under the Scotch Education Acts) constituted in 1901 19·38 per cent. of the total population, and are now estimated to amount in Scotland to 895,610. From this, however, a certain deduction must be made on account of children who are educated otherwise than in State-aided schools. It is difficult to estimate with accuracy the number of such children and this difficulty is increased by the difficulty of obtaining information with respect to many private schools.

We must make further deductions on account of sickness, weather, distance from school, and other reasonable excuses for irregular attendance; while some deduction must also be made on account of the non-attendance in rural districts of children of tender years for which reasons more or less plausible may be adduced. On a reasonable calculation, we consider that the requirements may be fairly reckoned as involving the provision of school seats for rather more than one-sixth of the total population, and that such a provision would be fully occupied if all who ought to be at school each day actually were there. The estimated population in 1904 was 4,621,311, one-sixth of which is 770,219. The actual supply is in excess of this by about 197,000 places reckoned according to the minimum requirements under the Code. Considering that, for many reasons, school boards and other managers find it expedient to provide more than the minimum rate of accommodation prescribed by the Code, we do not think this is beyond the requirements. In certain cases, no doubt from miscalculation, or owing to a shifting of population, the accommodation is in excess of what is needed; and, on the other hand, in the case of one or two large towns, the requirements may not yet have been fully met by the efforts of the school boards. On the whole, however, we are inclined to think that the supply is fairly distributed throughout the country, and that it may now be held to be virtually complete, except in view of increasing population.

Returns.

We publish in the Appendix:—

Returns of the loans sanctioned under Section 45 of the Education (Scotland) Act, 1872, for the erection or enlargement

of schools, of the sales of public schools sanctioned under Section 36 of the Education (Scotland) Act, 1872, as well as of the grants made to supplement the rates of poor and populous districts (Section 67 of the Act of 1872, as amended by Section 1 of the Act of 1897).

II.—*School Attendance.*

Number on Registers and average attendance.

With our present estimated population there might be 924,262 (1 in 5) on the registers, and 770,219 (1 in 6) in average daily attendance.* But our returns show only 793,492 children on the registers of all the schools upon the annual grant list and 682,269 in average attendance in respect of these schools.

In other words, for every 100 children who might be on the registers, for whom some 100 school seats have been provided, we have only 86 scholars on the registers, and 74 in daily attendance. We think that, without unduly straining the compulsory clauses, a considerable addition might be made to the number in average attendance. Even with necessary deductions, such as those to which we have referred above, and allowing for the absence from school of children wholly or partially exempted from school attendance in terms of Section 3 of the Education (Scotland) Act, 1901, it follows that there might be over a hundred thousand scholars more than at present on the registers of aided schools.

The following Return gives particulars for certain years of the scholars in average attendance, and the numbers on the Registers of all schools in receipt of Annual Grants, and shows the proportion which they bear to the estimated population of the Country, together with the percentages of the scholars in average attendance to the total numbers on the School Registers:—

	1884–5.†	1890–1.	1900–1.	1901–2	1902–3.	1903–4.
1. Average attendance of Scholars of *Schools on the Annual Grant List*	471,175	540,028	636,374	646,501	669,289	682,269
2. Estimated population	3,897,277	4,033,103	4,472,103	4,521,296	4,571,030	4,621,311
3. Scholars on the School Registers of *Annual Grant Schools*	612,094	680,580	767,421	768,598	785,473	793,492
Percentage of (1) to (2)	12·08	13·38	14·23	14·30	14·64	14·76
„ (3) to (2)	15·70	16·87	17·16	17·00	17·18	17·17
„ (1) to (3)	76·97	79·34	82·92	84·11	85·21	85·98

† First year for which figures are now available.

These figures represent a distinct advance on those for the preceding year. The percentage of average attendance to the number on the register is the best on record.

* We are here following the proportion that has been accepted in the past, and propose to consider very carefully how far it is in accordance with present circumstances.

During the past year returns as to school attendance, not only in the state-aided schools but also in Higher Class, Private, and other schools within their districts, have been called for from the School Boards. Although these returns may not in every case be absolutely accurate and complete, the result of the enquiry, as summarised in the following table, is of great interest and value. The figures relate to the twelve months ended 31st December, 1903.

Number of Children between the ages of :—	Estimated Population in 1903.	Number of Scholars on Registers in *all* Schools.	Average Attendance in *all* Schools.	Children exempted in terms of the Education (Scotland) Act, 1901.	
				Conditionally.	Without Conditions.
5 and 7	190,630	155,449	129,485	—	—
7 „ 12	490,023	471,508	410,274	—	—
12 „ 14	176,470	164,568	142,670	7,332	2,032
5 „ 14	857,123	791,525 =92·34 per cent. of population of School age (5 to 14 years)	682,429	—	—
over 14	—	34,204	30,675	—	—
Total Number of Children.	—	825,729	713,104 =86·36 per cent. of No. on Registers.	—	—

Relief of fees.

In connection with this, it may be convenient again to recapitulate the steps by which fees have been almost entirely relieved in State-aided schools. By the provisions of the Local Government Act of 1889, a large sum was made available for the relief of fees. Regulations stating the conditions under which this sum would be distributed were contained in a Minute issued by the Department on 26th August of that year. These regulations came into force on 1st October following, and from that date fees were relieved, in all but exceptional cases, for scholars in all the compulsory standards of the Code. The Local Taxation (Customs and Excise) Act, 1890, applied a further sum of 40,000*l.* towards this purpose. By a Minute of 11th June 1891, the conditions under which the amounts so available were distributed were so far varied as to substitute an age limit (5–14) in place of the previous limit to scholars who had not passed the 5th Standard, and in the Code for 1894 that age limit was extended (3–15). In 1892 a change was made, whereby a sum was voted by Parliament in lieu of the sum available under the Local Government Act of 1889. In 1904 the sum so voted was 344,181*l.* During the year ended 31st March 1905, besides the sum of 40,000*l.* available under section 2 (ii.) of the Local Taxation Act, 1890, a further sum of 43,789*l.* is

available under section 2 (6) of the Education and Local Taxation Account (Scotland) Act, 1892. The capitation grant paid in relief of fees is at the rate of 12*s.*, of which 10*s.* is met from the Parliamentary Grant and 2*s.* from the sums otherwise available.

The table below* shows the amount granted to various descriptions of schools for the year ended 31st March 1904. The following is an approximate statement as to the extent of the relief granted:—

Number of scholars on registers of schools on annual grant list between 3 and 15 years of age - - - - - - - -	786,048
Deduct approximate number in fee-paying schools and in schools not claiming the grant in relief of fees - - - - -	16,500
Extent of relief granted by the Code -	769,548

These figures show that, except for a comparatively insignificant number of schools and scholars, free education practically prevails throughout the State-aided schools in Scotland.

III.—*Subjects of Instruction, &c.*

Main Subjects.

Auxiliary Subjects.

The main subjects of instruction are reading, writing, and arithmetic. But while these subjects naturally form the staple of work of the school, it has never been the practice in Scotch schools to confine the instruction, even in the more elementary stages, to those subjects. It has been found that a reasonable infusion of other subjects, while adding to the interest of the work, stimulating the intelligence and developing the capabilities of the children, tends to further rather than to retard progress in the essential subjects. But these subjects, while rarely or never to be omitted, are to be regarded as auxiliary only. They are valuable for the discipline they afford, and the variety of means they offer for exercising the intelligence of the children, rather than for the amount of positive knowledge or proficiency acquired, though that may be not inconsiderable.

* TABLE.

TABLE showing the amount paid by the Scotch Education Department in Relief of School Fees for the year ended 31st March, 1904.

	£	s.	d.	£	s.	d.
To school boards for public schools -	355,289	3	0	355,289	3	0
To managers of voluntary schools:—						
Church of Scotland - - -	2,019	0	0			
United Free Church - - -	1,100	8	0			
Episcopal Church - - - -	6,486	0	0			
Roman Catholic Church - -	38,394	17	0			
Undenominational - - -	3,523	2	0			
				51,523	7	0
				£406,812	10	0

The auxiliary subjects, as described in Article 19 of the Code, are: — Physical exercises, singing, drawing, nature knowledge, geography, history, and, for girls, sewing. Certain of these subjects, *e.g.*, nature knowledge, geography, history, may be, and ought to be, made to subserve in large degree the purposes of the main instruction in English and arithmetic, and instruction in the former class of subjects need in no way interfere with the attainment of due proficiency in the latter. Drawing, if properly taught, is a valuable instrument for nature study, and may indeed be reckoned as part of the same subject. Other subjects, *e.g.*, physical exercises and singing, while less intimately allied with the main instruction, are essential concomitants of it, while sewing is a subject in which some degree of expertness must be acquired during school life, if it is to be acquired at all.

For these reasons we regard the foregoing subjects, each in due measure, and with due regard to the age of the pupil, as integral parts of the curriculum in the elementary stages of every school, and we would regret if, whether from the lack of duly qualified teachers or other causes, any part of this comprehensive discipline should have to be omitted.

The subjects in which the lack of expert teachers is most felt are physical exercises and drawing, but this defect is being gradually remedied through the agency of the classes for the further instruction of teachers, which have been established under Article 91 (*d*) of the Code. After allowing sufficient time for the operation of these classes to have its due effect, we hold that no school should continue to be recognised as efficient whose staff is not specially qualified in respect of some one or other of its members to give efficient instruction in all the branches of the normal curriculum.

Inquiry into Physical Training.

A Royal Commission was appointed in 1902 to enquire into the opportunities for physical training now available in the State-aided day schools and other educational institutions of Scotland, and to suggest means by which such training might be made to conduce to the welfare of the pupils, and, further, how such opportunities might be increased by continuation classes and otherwise, so as to develop, in their practical application to the requirements of life, the faculties of those who have left the day schools, and thus to contribute towards the sources of national strength. That Commission made its Report in March, 1903.

As was suggested by the Commission, a Committee was appointed to draft a suitable course of physical exercises for schools, and the Report of this Committee, together with the Syllabus of Physical Exercises prepared by them, was issued in March, 1904. School Authorities have been furnished with a copy of this Syllabus and their special attention has been drawn to the terms of the Report.

Drawing.

Grants for instruction in drawing were made under Article 19. B. 4. to 2,883 schools out of 3,189, but this does not represent the complete number of schools in which some amount of instruction in drawing was given. The grant was withheld (or was not claimed) in some cases, either because of the insufficient amount of instruction given or because the character of the instruction was not such as to warrant the payment of a grant.

Singing.

Singing is taught in 3,147 schools, out of 3,189, and in all but 76 of these cases it was taught from notes. From the reports of our Inspectors we may reasonably hope that even this small residuum of schools in which singing is not taught, or is taught incompletely, will be further reduced.

Other Subjects.

The other auxiliary subjects (nature knowledge, geography, history and needlework) are practically universal in all schools which possess the complete organisation of junior and senior divisions. The character of the instruction in these subjects will be gathered from the Inspectors' divisional reports; but generally we have to express our satisfaction with the progress made, while the various points of criticism contained in the reports will receive our attention with a view to effecting further improvement.

Savings banks and school libraries.

It is of interest to note that savings banks have been established in 109 schools, the amount standing to the credit of the depositors (11,825 in number) at the end of the school year being 5,844*l.*, and that there are school libraries in 964 schools, with an aggregate of 213,900 books.

General Review.

For convenience of reference, it may be well again to recapitulate the alterations in the system upon which grants have been made in recent years. By an important change introduced into the Code in 1886, that large part of every school which consisted of scholars below the 3rd Standard was relieved of individual examination, its efficiency being judged by a collective test. The change was introduced as an experiment. It was afterwards carried out on a wider scale, so that individual examination ceased to form the basis of any payment for the ordinary standard work of the school. In the Report for 1897-98 further changes were foreshadowed, which have since been carried into effect. The main features of these changes were the fixing of a standard of attainment (that of the Merit Certificate) which might fairly be regarded as the satisfactory outcome of an Elementary School Course; the giving still greater freedom to Managers and Teachers in the determination of the steps by which that standard shall be attained, subject to such general provisions as shall secure sufficient breadth in the education given; and the defining of a normal curriculum for an

Elementary School, in which provision is made for the teaching of Drawing, and also for such study of the common objects and natural features of the neighbourhood as may be a preliminary or concomitant of the more definite study of Elementary Science and Geography. A change in the method of inspection has also been developed, the main principle of which is that inspection should not regulate teaching but *vice versâ*, though it will still be the business of the Inspector to animadvert on deficiencies in the curriculum.

The passing of the Education (Scotland) Act, 1901, rendered it desirable that a further step should be made in educational organization. Certain changes, which are all in the line of recent developments, were accordingly made in the Code of 1903. The nature of these changes may be briefly summarized as follows:—Under the condition of things which existed prior to this Act, the Merit Certificate was properly described as the Leaving Certificate of the Elementary School, and as there was no security for the further continuance at school of pupils who had obtained this Certificate, it was desirable that the standard of attainment in elementary subjects required for the Certificate should be fixed as high as was reasonably possible, and no provision was made for the systematic instruction of pupils beyond this stage, except in the case of those pupils who took up the study of secondary subjects. But under the new condition of things it was found that large numbers of pupils for whom instruction in secondary subjects is not suitable obtained the Merit Certificate a considerable time before they were entitled to leave school. The provision of suitable courses of instruction for such pupils became imperative. The steps which we proposed to take to that end were, in the first place, brought before the public for discussion and suggestion in Circular 374, and have since been definitely embodied in Article 21 of the Code (Supplementary Courses) and the relative Schedules V. and VI. Connected with this change, and arising directly out of it, was another of similar importance. It was desirable that the Merit Certificate should continue as before to mark the successful completion of the whole course of the Elementary School proper. For that purpose it was necessary that it should record not merely the pupil's attainments at the time of entering on a Supplementary Course, but also the value of the work which he had done subsequently while in the Supplementary Course. It could, therefore, no longer be required as an indication of the pupil's fitness to enter upon such a course or to begin the studies proper to a secondary school or a higher grade school or department. For these purposes a standard of proficiency was indicated in Article 29 of the Code, which, while on the same lines as the former requirement of the Merit Certificate, takes account of the fact that the pupil's studies of elementary subjects will, in all these cases, be in some measure continued, and is, therefore, more elastic in character. It was also decided, after careful consideration, that the question of the

pupil's fitness, according to this standard, to enter upon a higher course of studies, should no longer be determined by the results of a single examination, but by the whole character of his work during the preceding school course, and, particularly, during the six months preceding his possible transference, during which the Headmaster of the school would be charged with a special responsibility for observing, testing, and reporting to His Majesty's Inspector the attainments of the respective candidates. It is, of course, the duty of His Majesty's Inspector to ascertain that this responsibility is in all cases properly discharged.

One effect aimed at in these changes is an improvement in school organization, resulting from the transfer at an earlier age to secondary or higher grade schools of those pupils who desire, and are fit to enter upon, the work of such schools, while, in the case of those who remain in the elementary schools, further instruction in elementary subjects can be given in such form as to have a higher practical value for the work of life. Towards the close of the summer session of 1904, 42,327 candidates were approved by the Inspectors under Article 29 of the Code for enrolment in Supplementary Courses or Higher Grade Departments, and 2,117 were awarded a Merit Certificate under the Code of 1902 and 5,645 under the Code of 1903 on the completion of their elementary school course.

Higher Grade Schools and Departments.

One further consequence of the change in organization already described has been a remarkable increase in the number of Higher Grade departments. These have increased from 74 in operation during the session 1903–4 to 116 at the beginning of the present session. Under the conditions created by the Act of 1901, these departments are no longer required to discharge the function of giving something of the nature of a specialized education to pupils who will leave school at a comparatively early age. That function, so far as it is necessary, is now discharged by the Supplementary Courses. The Higher Grade departments are therefore free to continue a stage further the *general* education of that considerable body of pupils, who, under the new conditions, may be expected to remain at school till 15 or 16. Hence the courses—predominantly scientific or predominantly commercial—which formerly characterized these departments will, we hope, tend to disappear and be replaced by a course of general education in which the study of English and one or more languages will be balanced by a sufficient but not excessive discipline in Mathematics (including Arithmetic), Science and Drawing, all specialization on commercial or technical lines being postponed until the pupils have reached the stage of the Intermediate Certificate. During the past year in the Higher Grade Schools or Departments, payments were made under Article 142 of the Code in respect of an average attendance of 1,341 (996 boys and 345 girls) in the Science Course; of 2,857 (1,097 boys and 1,760 girls) in the Commercial Course; of 4,651 (2,105 boys and 2,546 girls) in the Uniform Course for the Intermediate Certificate; and of 1258 (450 boys

and 808 girls) in other Courses. There were 6,650 scholars in the first year's stage of the various courses, 2,137 in the second, and 1,320 beyond the second. In the Science Course, 427 scholars, in the Commercial Course, 1,087 scholars, in the Uniform Course for the Intermediate Certificate, 522 scholars, and in other Courses, 458 scholars, were paid for at the higher rate on account of exceptional efficiency.

Fuller details as to the principles upon which the present organization of education in Scotland is based, in so far as that organization is affected by regulations of the Department, will be found in the "Explanatory Memorandum" which accompanied a selection of circular letters of the Department published last May, a copy of which will be printed in the Appendix to this Report.

IV.—*Teaching Power.*

Number of Teachers.

The number of schools under inspection in 1904 was 3,189 with an average attendance of 682,269 children. The Staff provided for the instruction of these scholars was made up as follows:—

		Total No. of Teachers.
1. Certificated Teachers (Art. 42).—		
(*a*) Trained - - - - -	8,650	
(*b*) Untrained - - - - -	4,045	- 12,695
2. Provisionally Certificated Teachers (Art. 60)	-	106
3. Assistant Teachers (Art. 79).—		
(*a*) Qualified under Art. 79 (*a*)	- 1,444	
(*b*) " " " 79 (*b*)	- 47	- 2,718
(*c*) " " " 79 (*c*)	- 1,227	
4. Female Assistants (Art. 32 (*c*) 3)	- -	- 236
5. Pupil Teachers (Art. 70).—		
(*a*) In 1st year - - - -	983	
(*b*) " 2nd " - - - -	942	
(*c*) " 3rd " - - - -	1,169	- 4,182
(*d*) " 4th " - - - -	1,088	
6. Stipendiary Monitors (Art. 70 (*h*) and (*i*))	-	10
Total number of Teachers of all grades	-	19,947

From the above statement it will be seen that 12,695 certificated teachers (as against 2,406 employed in 1869) were employed, or a proportion of one certificated teacher for every 54 children. But if the number of teachers qualified under Article 79 be included, there is a proportion (exclusive of pupil teachers and unqualified assistants) of one qualified teacher for every 44 children, a proportion which might, however, with advantage be improved, especially as regards the supply of certificated trained teachers. We are glad to note that indications of a tendency towards improvement in this respect are not wanting. A comparison with the figures of last year shows the number of certificated teachers actually employed to have increased by 615, whilst the number of assistant teachers

(Article 79)—including those recognised as provisionally certificated—has increased by 154, or 769 in all. The increase in average attendance during the same period has been 12,980, which—following the proportion referred to above, of one teacher for every 44 children — would account for only 295 of the additional teachers, leaving 474 to be accounted for by the more liberal staffing arrangements adopted by school managers.

Besides providing the 615 additional certificated teachers referred to above, the wastage resulting from the retirement of teachers from active service has to be made good, and it is important to consider whether the additions to the body of certificated teachers during the past year have been sufficient for these purposes. In order to arrive at trustworthy figures as regards the waste of teaching power, careful enquiry as to the cause of leaving has been made in all cases where certificated teachers have relinquished their appointments, and a summary of the results of this enquiry during the year 1904—so far as teachers who are not known to have taken up fresh engagements in Scotland are concerned—will be found in the following table :—

Reasons for Leaving.	Number of Certificated Teachers who left.	
	Males.	Females.
Death	36	17
Certificate expired	40	6
*Ill-health	26*	73*
Change of profession	23	24
Gone to South Africa	14	23
Gone abroad (elsewhere than South Africa)	8	9
Gone abroad to study	—	3
Appointment in England	20	63
Appointment in Ireland	1	2
Appointment in a Higher-class School	2	—
Dismissed	2	1
Marriage	—	268
Domestic reasons	—	24
Gone to University	27	1
Private teaching	2	3
TOTAL	201	517

* Of these, 12 Males and 13 Females received Disablement Allowances.

It is evident that the whole of the 718 teachers included in this statement are, for the time being, lost to the teaching profession, but many of them will, no doubt, eventually re-enter it, and steps are being taken during the current year to ascertain approximately the number of such cases of re-entry. In the meantime it may perhaps be assumed that not more than 600 are entirely lost. This number added to the 615 additional certificated teachers already referred to, gives a total deficiency of 1,215 to be made good, and it will be seen from the figures given below that the number of new certificated teachers recognised during the past year, viz., 1,276, more than meets this deficiency.

Sources of Supply.

It is well to recapitulate the sources from which the existing supply has been drawn, and is now annually recruited.

In the earliest years of administration under the Act, it was necessary to make special arrangements for the recognition of those actually engaged in teaching, and the Code accordingly so provided. Certificates were granted (under Article 66) to teachers who were in charge of parish schools, and who gave proof of fair professional skill. The Education Act actually granted to such teachers the status of certificated teachers, and to this we added the grant of a parchment certificate upon a favourable report from an Inspector. Further, by Article 59, which became a lapsed article in 1879, certificates were granted to teachers who, in other than parochial schools, had served with success for several years, and satisfied the Inspector as to their professional skill. The total number of certificates thus granted was 553 to male and 138 to female teachers. The supply of new teachers from these sources has, of course, now come to an end, and there must be a constant diminution in the number of those whose certificates have been thus obtained.

Teachers Provisionally Certificated.

Another class of teachers are those who hold provisional certificates granted on certain conditions to pupil-teachers and others in terms of Article 60 of the Code. These qualify the holder to take charge of a small school with less than 60 children in average attendance, a somewhat lower qualification being accepted as sufficient for the charge of a school with an average attendance of not more than 40 scholars. We consider that such teachers may, for a few years, serve in small schools with advantage to themselves, and at a smaller cost than the salary of a fully-trained teacher would involve. The number of such teachers, however, is practically stationary. We find from our returns that, during last year, 106 teachers of these grades were actually in charge of such schools in place of 115 so in charge in the previous year.

Setting aside these necessarily limited sources of supply we find that the general sources from which the body of certificated teachers may be recruited, are to be found in those who have successfully completed their period of training as Students in Training Colleges, or as King's Students, and in the successful

candidates at the annual examination for certificates, conducted under the directions of the Department. During the past year 1,276 teachers were thus added to the body.

Additions during the year.

The number includes students in training colleges, University King's Students under Article 96, graduates under Articles 47 II. (*c*) and 48 (*b*) of the Code, and acting teachers, as shown in the following table:—

—	Male.	Female.	Total.
Students in training colleges	171	491	662
King's Students (Art. 96)	16	35	51
Graduates under Art. 47 II. (*c*)	20	10	30
" " " 48 (*b*)	7	12	19
Acting teachers	9	503	514
Totals	223	1,053	1,276

This shows an increase as compared with last year, when the numbers were 226 males and 882 females, or 1,108 in all.

Proportion of Trained Teachers.

Turning again to the whole existing supply of teachers, we find that of 4,549 male teachers, 81·07 per cent. had been students in training colleges or King's Students, while of 8,146 female teachers, 60·91 per cent. had received a similar training. It must not be forgotten, however, that of the minority, especially in the case of the male teachers, many have obtained, otherwise than in the training colleges, a training of a very valuable sort. Many of both sexes, who enter the examination as acting teachers, have acquired a knowledge of the duties of their profession by serving as pupil-teachers, and afterwards as assistants, under teachers of large experience and skill. Of the whole number of teachers again, we find that 1,387 are graduates (1,258 male and 129 female), while many have been partially educated at the universities, and have also acquired experience by service in schools. In the case of university graduates, the examination is confined to those subjects which bear directly on the practical duties of a teacher, or which are not included in the university curriculum.

Training Colleges.

The training colleges, however, continue to constitute the chief source of the teaching supply, and we found it expedient in 1898 and in 1900 considerably to increase the number of recognised students. These colleges, which are eight in number, are now recognised for 1,412 students.

Attendance at University Classes.

We estimate very highly the plan of adding some attendance at university classes to the ordinary curriculum of the training colleges. This plan was first proposed by the Code of 1873, under which

the fees of students, who, after giving proof of their qualifications, attended university classes, were admitted as part of the legitimate expenditure of training colleges. Advantage has been taken of the opportunity to a large extent. The number of students who are attending university classes during the present year is shown in the following table:—

College.	Total number of King's Scholars in training.			Number of King's Scholars attending the University.		
	Males.	Females	Total.	Males.	Females	Total.
Aberdeen C.S. - -	17	113	130	13	3	16
,, U.F.C. - -	25	104	129	18	6	24
Edinburgh C.S. - -	71	149	220	56	43	99
,, U.F.C. -	78*	139	217	41	27	68
,, Episcopal -	—	72	72	—	—	—
Glasgow C.S. - -	75	175	250	66	25	91
,, U.F.C. - -	80	170	250	80	50	130
,, R.C. - -	—	119	119	—	7	7
Totals - -	346*	1,041	1,387	274	161	435

* Including two students under Article 95 (*b.*).

These statistics show that not a few of the future Scotch teachers are acquiring some higher culture in a sphere larger than that of any institution devoted to purely professional training, and we believe that this will greatly help in maintaining the high standard which has always been a traditional characteristic of Scottish education.

Candidates for admission to the Training Colleges—pupil-teachers.

Seeing that the training colleges are the source from which most of our teachers are drawn, it is interesting to inquire whence the candidates for admission to the training colleges chiefly come.

Last year there were 4,182 pupil-teachers of all years, 1,088 of whom were in the last year of their engagement. In December, 1904, 952 pupil-teachers and ex-pupil-teachers were presented at the examination for admission to the training colleges, of which number 459 passed the examination in the first or second class. There were also presented 221 candidates who had not been pupil-teachers, of whom 54 qualified for admission. In addition, 488 candidates (367 pupil-teachers and 121 non-pupil teachers), having passed the qualifying examinations

mentioned in Articles 70 (*d*) 6 (*a*), 70 (*d*) 6 (*b*), 95 (*a*) 2, 95 (*a*) 3, 96 (*a*) and 96 (*b*) of the Code, were eligible for admission without further examination. It appears that it is the pupil-teacher class from which the great majority of our students come, and the training and qualifications of the pupil-teachers must thus exercise a determining influence upon the future teachers who come from training colleges.

The Code now restricts the examinations of pupil-teachers to an examination at the end of the second year, and another at the close of their engagement, whilst those who have been successful at the Leaving Certificate Examination are on certain conditions exempted even from these tests (see Article 70 (*d*) 5 and 6).

It has been found advisable, however, to take steps to secure that certain subjects of prime importance in the training of future teachers should receive regular attention throughout the pupil-teacher course.

The table below gives particulars of the King's Scholars in training, October, 1904.

* NUMBER OF KING'S SCHOLARS IN TRAINING, OCTOBER, 1904.

Year.	Who have been Pupil Teachers.			Who have not been Pupil Teachers.			Totals.		
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
First Year - - - - - -	132	471	603	30	55	85	162	526	648
Second Year - - - - -	129	434	563	17	58	75	146	492	638
Third Year (Article 83 (*c*)) - -	35	14	49	1	9	10	36	23	59
Totals - -	296	919	1,215	48	122*	170	344	1,041	1,385†

* Including one student in training abroad.

† There are in addition two students under Article 95 (*b*) at Edinburgh U.F.C. Training College, making a total of 1,387 King's Scholars as compared with 1,385 last year—an addition of 2.

But there is another source from which the supply of trained teachers may be kept up. In the Code for 1895 important changes were introduced, by which it is made possible for the universities to share even more fully in the training of teachers. That Code provided for a new class, called King's students, who receive the chief part of their instruction at the universities, while otherwise they are under the supervision of a Local Committee responsible for their professional training. Advantage is being taken of this new provision to an increasing extent. King's Students, Art. 96.

Particulars of the King's students in training during the year 1903-04 will be found in table 6 of Part III. of the Appendix, whilst the following table shows the number during the present session:—

NUMBER OF KING'S STUDENTS IN TRAINING, OCTOBER, 1904.

Year.	Who have been Pupil Teachers.			Who have not been Pupil Teachers.			Totals.		
	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.
First Year	17	56	73	11	41	52	28	97	125
Second Year	4	39	43	14	35	49	18	74	92
Third Year (Article 83 (*c*))	6	15	21	12	13	25	18	28	46
Totals	27	110	137	37	89	126	64	199	263

The total of 263 students shows an increase of 70 over last year.

Course of Training.

The need for teachers of the very highest attainments, particularly in Science and in Modern Languages, has been emphasized by the establishment, under the Code of 1899, of Higher Grade departments, in which special attention will be given to these subjects, and we are of opinion that for the supply of such teachers we must look to the special class of University King's Scholars and Students. It accordingly became necessary to take steps to define more exactly the course of instruction to be pursued by these University King's Scholars, and, while making provision for their practice in teaching, and for their due proficiency in certain non-University subjects, to ensure that as far as possible their studies should be of a University standard. As a step in this direction it was enacted in the Code for 1901 that all University King's Scholars or Students shall have passed the University preliminary examination or hold leaving certificates exempting them therefrom before admission to University classes as part of their course of training.

As regards the remaining King's Scholars also, the recent alterations in the Code, in particular the introduction of Drawing as a compulsory subject and the institution of the new subject of Nature Knowledge, would have rendered necessary some re-adjustment of the Training College Syllabus. The changes foreshadowed in the report for 1901 were, after careful consideration, adopted, and will be found embodied in Article 43 of the Code and Circular 329, while the corresponding changes in the method of examination are explained in Circulars 352 and 362. These Circulars will be found in the Appendix.

The average salary of a schoolmaster (whether principal or assistant) is now 149*l.* 12*s.* 7*d.*, whereas in 1870 it was 101*l.* 16*s.* 7*d.*; that of a schoolmistress was then 55*l.* 14*s.* 2*d.*, and is now 75*l.* 17*s.* 5*d.* Besides this, 1,642 masters and 564 mistresses are provided with residences free of rent. Teachers' Salaries.

Further particulars as to teachers' salaries will be found in tables 12 and 13 of Part II. of the Appendix.

V.—*Pensions.*

We have received, during the year ended at Michaelmas, 1904, 22 applications on behalf of teachers in Scotland, satisfying the conditions of the Minutes of 26th June and 16th July, 1875, 16th June, 1884, and 27th March, 1899, and have awarded 1 pension of 30*l.*, 5 of 25*l.*, 4 of 20*l.*, and 1 of 10*l.* Code Pensions.

Since the practice of granting pensions was resumed in 1875, we have dealt with 837 Scotch applications. We have awarded 63 pensions of 30*l.*, 156 of 25*l.*, 248 of 20*l.*, 1 of 15*l.*, and 11 of 10*l.*, and 80 gratuities to the amount of 1,973*l.* 10*s.*

It may be noted that the following pensions have been awarded under the Minute of 16th June, 1884, which extended the original limits of Article 118 of the Code in favour of teachers employed before August, 1851; viz., 44 of 30*l.*, 77 of 25*l.*, and 137 of 20*l.*

We may also call attention to the more liberal condition as to pensions under the Code, to which we obtained the sanction of the Treasury in 1899, under which any teacher who was at work before 1872 is eligible, instead of those only who began work before 1862.

During the year ended 31st March, 1905, annual superannuation allowances, amounting to 399*l.* 12*s.* 2*d.*, were granted under Sections 1 (2) (*d*) and 5 (2) (*a*) of the Elementary School Teachers (Superannuation) Act, 1898, to 12 teachers (11 men and 1 woman) who had attained the age of 65 years, or any later age to which their certificates may have been extended under Section 1 of the Act. Allowances under the Superannuation Act.

During the same period disablement allowances, amounting to 504*l.* 18*s.* 1*d.* were granted under Section 2 of the Act to 19 teachers under 65 years of age (8 men and 11 women) who satisfied the Treasury that they had become permanently incapable, owing to infirmity of mind or body, of being efficient teachers in elementary schools. Disablement Allowances.

Contributions under the Superannuation Act.

In addition to the superannuation allowance, a teacher, on attaining the age of 65 years, is entitled to the annuity in respect of his contributions to the deferred annuity fund. The rate of contribution up to 31st March, 1901, was 3*l.* per annum for men and 2*l.* per annum for women. On the 1st of April of that year the rate of contribution for men teachers in Scotland was increased under Section 1 (2) (*b*) and (3) of the Act, to 3*l.* 5*s.* per annum, and on the 1st of April, 1902, to 3*l.* 10*s.* per annum under Treasury Warrant dated 19th February, 1902. Since the 1st of April, 1899, when the Act came into force, the sum of 92,551*l.* 16*s.* 6*d.* has been received for the purposes of the fund, the respective contributions of men and women teachers amounting to 48,689*l.* 6*s.* 4*d.*, and 43,862*l.* 10*s.* 2*d.*

Extension of Certificates.

The certificates of 5 teachers were extended under Section 1 of the Act, which provides that a teacher's certificate shall expire on his attaining the age of 65 years unless the Department, on account of his special fitness, allows his service to continue for a further limited time.

VI.—*Blind and Deaf-mute Children.*

We have referred in previous years to the fact that by the Education of Blind and Deaf-mute Children (Scotland) Act, 1890, provision has been made to secure the education of such children. The payments by School Boards sanctioned under the Act run as a rule from 10*l.* to 20*l.* In some cases an amount for transit has also been sanctioned. A lower amount has been sanctioned in those cases in which the parent can afford to contribute a certain amount, but cannot bear the whole expense, or in which part of the cost has been contributed from private sources.

In connection with this, it is to be observed that recent enterprise has shown that, by a wise and liberal expenditure, and by careful attention to the best methods of instruction, the faculties of such children can be cultivated to a degree previously thought impossible, and that their lot in life may thus be greatly raised. We are prepared to consider any proposal which a school board may think it right to make to incur the expenditure necessary to procure for these afflicted children such complete and systematic training as is provided in institutions equipped with the most effective and modern apparatus, and with an ample and specially trained staff. This cannot, of course, be given except at a cost higher than the scale we have indicated, but school boards may very properly consider that in such cases it may be wise to act liberally. Care must, however, be taken to secure that the institution chosen is in a position to give an education corresponding with the scale of costs.

Fourteen institutions not otherwise on the annual grant list, and 18 ordinary annual grant schools, with special provision for the instruction of blind and deaf-mute children, are under inspection.

by the Department in various parts of Scotland. Grants at the rate of 3*l.* 3*s.* in each case were paid during the year ended 31st August, 1904, on account of 843 scholars whose attainments in elementary or class subjects were found to be satisfactory, and a further grant of 2*l.* 2*s.* in each case was allowed on account of 837 of these scholars who had made satisfactory progress in some course of manual instruction. In the case of 9 other scholars the grant of 2*l.* 2*s.* only was paid.

Defective and Epileptic Children.

The Code contains special provision for defective and epileptic children by which it is hoped that school managers will be enabled to deal more effectively with such cases, while not permitting their instruction to interfere with the arrangements made for the ordinary scholars. During the past year we find that classes for these children were established in seven schools, and were attended by 265 scholars, for whom a grant of 549*l.* 19*s.* 6*d.* was claimed under Article 20 (II.).

VII.—*Highland Schools.*

Special Attendance Grants.

The condition of education in the Highlands and Islands continues to engage our attention. In previous reports we have referred to the Minute of 1884 by which specially liberal grants were offered to the schools in these districts, on such terms as seemed likely to increase the attendance. The conditions of this Minute were fulfilled by 689 out of 703 schools inspected during the past year in the specified counties, and extra grants amounting to 10,929*l.* 18*s.*, have been paid under its provisions during the year.

Grant for Higher Instruction.

This Minute offered another advantage to these counties in an increased grant to certain schools for higher or specific subjects. It has been felt that in such districts it was expedient to give special opportunities for higher instruction, and it was in order to help school boards to give such opportunities that grants of 10*s.* instead of 4*s.* were offered for each pass in a higher subject in certain central schools.

Care was taken in introducing the new system of payments in 1899 to preserve these special advantages to the districts in question, and under Articles 22 and 147 an additional sum of 2,592*l.* 6*s.* has been paid in respect of an average attendance of 8,271 scholars.

Grant for Gaelic-speaking Pupil-Teachers

Further, as a result of the Minute above referred to, special encouragement is offered to the use of Gaelic as a means of instruction, and to the training of Gaelic-speaking teachers. Arrangements have now been made whereby a test of a literary knowledge of Gaelic will be set in the Leaving Certificate Examination, and the results of this experiment will be watched with interest.

Special Assistance to certain Boards.

We have previously described how the difficulties in the administration of the Education Acts in these districts were found in 1888 to have increased so seriously as to threaten the very existence of the schools, and how, although unwilling to impair local responsibility, or to interfere with local administration, we, nevertheless, felt ourselves compelled, in the interests

of the districts themselves, to come to their assistance. The circumstances of each locality then formed the subject of long, minute, and anxious consideration; and, as a result, under a Minute of 21st December 1888, certain terms were offered to school boards which were in circumstances of hopeless financial embarrassment, under which the Department associated itself with the local authorities in the management of schools and provided some financial assistance. A chief inspector was appointed to the special charge of these districts, and we believe that greater order and vigour have been imparted to educational administration, and that the financial position of the school boards has, in great measure, been restored to a sound basis Applications to come under the arrangement proposed in the Minute were received from 15 school boards; and of these applications, 13 were actually sanctioned. We have received the most emphatic testimony from the localities of the benefit which has followed the introduction of the scheme which we then promulgated.

But this Minute was based upon the allocation of certain sums which were available under the Probate Duties (Scotland and Ireland) Act, 1888, and when these sums ceased to be available it became necessary, if the arrangement under which so much benefit had accrued to the localities was to be continued, to provide other sources from which the pecuniary assistance necessary was to be given. This we were enabled, with the consent of the Treasury, to do by inserting in the Estimates a sum of 4,000*l.* for special grants to these districts. The result has been eminently satisfactory. In the case of six school boards—those of Stenscholl, South Uist, Kilmuir, Barra, Bracadale and Snizort —the provisional arrangement has been terminated, the boards having attained a satisfactory condition of financial and administrative efficiency. For the purposes of the seven school boards—(Lewis) Barvas, Lochs and Uig; Harris; (Skye) Duirinish, Strath and Sleat—still retained under a Minute of 4th March, 1895 (which modified the Minute of 21st December, 1888), a sum not exceeding 1,500*l.* has been allocated in the Minute providing for the distribution of the General Aid Grant for the year 1905–6. Though it cannot be said that the local resources are sufficient to meet in each year the present burdens in the case of these seven boards, it is hoped that, before long, local responsibility may in the case of some, if not all, of these boards be fully restored.

VIII.—*Secondary and Technical Education.*

Inspection.

In previous reports we have referred to the results of the inspection of higher schools, which was first undertaken after the re-organization of this Department in 1885. We have already noted considerable improvement in the condition of many of these schools, the first inspection of which had not shown them to be in a very satisfactory condition; and we are glad to say that their efficiency continues to be maintained. But it is to be

observed that there are still cases where the work of teachers is handicapped through the failure of School Boards to provide suitable premises and equipment. The number of schools under inspection is now 105, 33 being higher class public schools, 24 endowed schools, and 48 schools under voluntary managers who have invited the inspection of the Department.

Maintenance —Grants administered by Burgh and County Committees.

By the passing of the Education and Local Taxation Account (Scotland) Act in 1892, an annual sum of 60,000*l.* became available for secondary education in Scotland. The cost of the inspection of higher class schools, and of the Leaving Certificate Examination, is mainly met from this source, and for the year 1904–1905 a sum of 4,700*l.* was taken for that purpose. The question of the method of distribution by which the available balance might most effectually contribute to the educational benefit of each locality was referred by the Minute of 1st May 1893, to Burgh and County Committees, who administer the share of the grant falling to their respective districts in accordance with schemes previously submitted to and approved by the Department. This arrangement has been continued by subsequent Minutes and the regulations now in force are set forth in the Minute of 10th June, 1897, as amended by that of 30th April, 1900. That Minute provides for an extended representation of those local authorities who are willing to entrust to the Committee the administration of sums which are at their disposal for purposes of technical education, and the authorities of 12 counties, 9 burghs, and 21 police burghs have taken advantage of this provision, and passed special resolutions, in accordance with which a sum of 9,026*l.* 12*s.* 10*d.* was this year handed over to the Secondary Education Committees for distribution.

Synopsis of Schemes.

A synopsis of the schemes which have been approved for the distribution of the grant, and particulars of the actual amounts received and expended by the committees, under each head, during the year ended 15th May, 1903, and the number of schools and individual scholars for whose benefit these payments were made, will be found in the Appendix, and a similar return of particulars relating to the year ending 15th May, 1904, will be made in the separate report on Secondary Education to be issued next Autumn.

Speaking generally, we find that out of a total grant for the year ended 31st March, 1905, of 55,300*l.*, together with any balance in the hands of the committees from the grants of former years, about 20,000*l.* has been assigned in subsidies to higher class schools, and about 19,500*l.* in subsidies to higher departments of State-aided schools, in addition to anything which these schools and departments may receive in the form of capitation grants. It is satisfactory to find that an increasing number of Committees are making provision for the payment of subsidies to schools in the shape of a definite proportion of the deficiency as shown by the school accounts at the end of the school or financial year. The larger portion of what remains is allocated for capitation grants and bursaries.

Grants under the Minute of 27th April 1899.

Under the provisions of Section 2 (4) of the Local Taxation Account (Scotland) Act, 1898, a further sum is available for purposes of Secondary or Technical (including Agricultural) Education in Scotland, and in terms of the Minute of 27th April, 1899, as amended by the Minute of 15th June, 1899, the sum available for the year 1903–1904 was allocated as follows:—

	£	s.	d.
Inspection of Higher Class Schools, and Leaving Certificate Examination - - -	2,000	0	0
Agricultural Education - - - - -	*577	6	0
Grants to Higher Class Secondary and Technical Schools (Paragraph 3) - - - - -	30,850	0	0
Fund established under Paragraph 6 of Minute -	4,539	15	8
TOTAL - - -	37,967	1	8

Grants amounting to 20,700*l.* have been made from the fund established under paragraph 6 of the Minute towards the provision of new buildings in connection with, and the establishment of, institutions for giving secondary and technical education. This leaves a balance of 18,121*l.* 8*s.* 3*d.* standing to the credit of the fund. Details of the grants under paragraph 3 and paragraph 6 will be found in the Report on Secondary Education which was issued in August last, and which will be found in the Appendix.

In determining the grants under paragraph 3 to Higher Class Schools, a fixed sum was first awarded to each school, and this was supplemented by an amount which varied according to the average attendance of pupils over 12 years of age, and (in the case of Higher Class Public Schools) the proportion which the expenditure from rates upon the school bore to the valuation of the district. No grant in excess of 750*l.* was allowed, and the grants to schools, which would otherwise have received less than 350*l.* were augmented to that sum. In accordance with the Minute of 14th June, 1901, the sum of 37,789*l.* 11*s* 11*d.* available for 1904–1905 will be distributed in terms of the previous Minutes.

Leaving Certificate Examination.

Previous reports have explained very fully the scheme of a Leaving Certificate Examination in connection with the inspection of higher schools, which was held for the first time in 1888. We undertook this, after careful consultation with the Universities and with the authorities of Secondary or Higher Class Schools, and we are glad to find that the results fully confirm our belief that such a scheme was generally desired. We used great care, in framing the regulations, to provide for such a fair and uniform test, and such strict method in the conduct of the examination, as are necessary to ensure public confidence in its soundness; and the best proof that such confidence has been secured

* Of the £2,000 specified under paragraph 2 of the Minute of 27th April, 1899, a balance of £1,422 14*s.* 0*d.* was transferred to the Fund established under paragraph 6 of the Minute, but from this fund grants were made to agricultural colleges amongst other institutions, and these colleges absorbed the whole of the £1,422 14*s.* 0*d.* in question.

is afforded by the facts that the number of schools participating in the examination, which was 29 in 1888, was last year 431 (including 344 State-aided schools); that the number of candidates, which was 972 in 1888, was last year 19,090; and that the total number of papers taken, which was 4,300 in 1888, was last year 59,875. Pupil-teachers were also presented from 395 schools from which no ordinary pupils were presented. Further details, with regard to last year's examination, will be found in the Report on Secondary Education issued in August last.

A large number of university and professional authorities accept certificates of pass at this examination in lieu of such preliminary examinations as are held under their direction.*

Instruction in Science and Art.

In connection with the transfer of the administration of Science and Art Grants in Scotland to this Department, an opportunity has been afforded for making certain desirable changes in the organization of Secondary Education in the country. The subjects of the Science and Art Directory have hitherto, like the specific subjects already referred to, been taught without much regard to the general curriculum of the school, and very largely without any definite aim or purpose beyond that of bringing additional grants to the school. In considering the organization of instruction in Science and Art, and of Secondary Education generally, a distinction must be drawn between such instruction as forming part of a scheme of general education such as is given in Secondary Schools or Secondary Departments, and the teaching of isolated subjects to pupils who have already completed their school career, and who, while engaged in some business or industry, desire to take up the study of some special subject in which they are interested or which they find useful in connection with their daily occupation. Such special study is usually pursued in evening classes.

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* Amongst these we may name:

The Lords of Council and Session (for the purposes of the Law Agents Act);
The University of Oxford;
The University of Cambridge;
The Joint Board of the Scottish Universities for the Preliminary Examination;
The University of London;
The General Medical Council;
The Royal College of Surgeons of Edinburgh;
The Army Council† (as qualifying for attendance at the Competitive Examination for entrance to the Regular Army);
The Pharmaceutical Society of Great Britain;
The Society of Solicitors before the Supreme Courts;
The Chartered Accountants of Scotland;
The Institution of Civil Engineers;
Girton College, Cambridge; and
Royal Holloway College, Englefield Green, Surrey.

† A Leaving Certificate cannot be accepted for Army examinations, unless at least 50 per cent. of the pupils at the School in connection with which it is issued, complete a three years' curriculum at that School.

In Schools under the Code.

The lines of organization of Secondary Education in day schools are fixed by the Education (Scotland) Act of 1872, which distinguishes between those public or other schools which may share in the Parliamentary Grant, and those others defined in the Act as "Higher Class Schools" which may not. It has been thought more in accordance with sound administration that all forms of instruction in the former class of schools should be aided from the Parliamentary Grant, and accordingly in the Code of 1899 and succeeding Codes provision has been made for the payment of very substantial grants—obtained in part from the commutation of Science and Art grants formerly paid to these schools—on account of the instruction in a certain limited number of schools, known as Higher Grade Schools, of the pupils who have shown their fitness for more advanced instruction, the curriculum of these Schools including a reasonable but not excessive infusion of the subjects for which Science and Art grants were formerly paid. The recent development in the curriculum of Higher Grade Schools, which has been rendered possible by the passing of the Education (Scotland) Act, 1901, is referred to in pages 17 and 18 of this report.

In Higher Class Schools

Higher class schools are, as already stated, not eligible to share in the Parliamentary Grant, but some of them have, in the past, been in receipt of considerable sums of varying amount from the Science and Art Vote on account of instruction in a variety of special subjects according to the syllabuses of the Science and Art Directory. Certain others have received aid from this Vote in a different form, namely, as Schools of Science, the Grants to which were for the most part paid on a general curriculum embracing a definite amount of instruction in specified branches of Science and Art. It is our desire to foster instruction in Science and Art in higher class schools, and in other similar schools not in receipt of grant under the provisions of the Code, in every possible way consistent with a due regard to the general aims of these schools, and to that end the regulations contained in our Minute of 30th May, 1903, have been devised, and have met with general approval, 53 schools having applied for, and having been accorded, recognition during the last year.

IX.—*Continuation Classes.*

Continuation Classes.

The further instruction in special subjects of pupils who had already completed their day school course, was, until 1901, conducted under two sets of Departmental regulations, viz., the provisions of the Code for Evening Continuation Schools, and the Science and Art Directory. For reasons set forth in previous reports these have been replaced by an uniform set of regulations embodied in the Continuation Class Code, which takes cognizance of all forms of specialised instruction, from the most elementary to that given in those specially selected central institutions which may be described as industrial universities.

The following table shows the number of approved separate centres for Continuation Classes and the main divisions of classes, in respect of the four sessions during which the Continuation Class Code has been in operation:—

Session.	Separate Centres.	Divisions of Classes.			
		I.	II.	III.	IV.
1901–1902 - - -	774	483	622	45	120
1902–1903 - - -	736	447	585	56	93
1903–1904 - - -	734	437	600	60	121
1904–1905 - - -	758	441	640	75	116

Ten Institutions have now been exempted from the provisions of the Code—under the powers conferred by Article 87—and these are working under special minutes (applicable to each institution) to which the consent of the Treasury has been given, viz.:—Aberdeen Gordon's College and Gray's School of Art, Aberdeen and North of Scotland College of Agriculture, Dundee Technical Institute, Edinburgh and East of Scotland College of Agriculture, Edinburgh Heriot-Watt College, Glasgow and West of Scotland Technical College, Glasgow Athenæum Commercial College, Glasgow School of Art, Leith Nautical College, and the West of Scotland Agricultural College.

The recognition of two Navigation Schools at Aberdeen and Dundee, in receipt of grants under the Minute of 30th June, 1899, has been continued.

Reports on Continuation Classes by His Majesty's Chief Inspectors of Schools, and Reports on the Special Institutions, together with other particulars, will be found in the Appendix.

It is observed that while classes were conducted by 310 School Boards in 1902–03, and 317 in 1903–04, and while such Managers number 315 in the current session, the management by other local bodies has fallen from 57 in 1902–03 to 42 in 1903–04, the number at which it stands for 1904–05. The recommendation of the Department, contained in Appendix No. 2 to the Continuation Class Code, for the management of classes and examination of schemes by a special committee (Article 60), is not followed to any great extent. Generous support in aid of Continuation Classes is given by various Town and County Councils, and Secondary Education Committees, and it may further be noted that five County Councils and one Secondary Education Committee have assumed the direct management of classes, much useful work being overtaken.

With regard to separate centres, while the number has risen from 734 in 1903–04 to 758 in 1904–05, this fact is not so satisfactory as it would appear. Of the 758 centres, 135 are new, which shows that recognised classes at 111 centres, existing in 1903–04, have been dropped. The instability of the classes in rural districts would appear to be primarily responsible for these fluctuations. It may be of interest to record that, whereas the County of Lanark easily heads the list with 147 centres, followed by Fife 79, Ayr 66, Renfrew 53, Stirling 47, Edinburgh 46, and Aberdeen 39, there are no less than 15 counties with fewer than 10 centres, and of these, Orkney, which had 6 centres in 1903–04, has now only one. Sutherland holds the doubtful distinction of being the only county in Scotland in which there is not a single class recognised under the provisions of the Continuation Class Code. It is also matter for regret that, at 45 centres, where it was proposed to institute classes, the proposals fell through either before any actual meetings of the classes, or after a trial of a few weeks. This may be due to varying circumstances, such as remoteness of district, but it would appear to be in a large measure attributable to the fact that young people in various localities do not realize the value of the opportunities offered for educational advancement.

The preparatory classes under Division I. for the completion of general elementary education, which are intended to serve a temporary purpose only, show little change numerically, additional proposals from new managers being responsible for the maintenance of the present high number. We look forward to the time, when, as a result of a more thorough previous general education in the day school, pupils will be in a position to profit by the specialized instruction provided under the other divisions of the Code without undergoing any preliminary preparatory training.

The classes established for specialized instruction under Divisions II. and III. have increased in number and importance. Greater interest has been shown in submitting schemes of work more adapted to local needs, and there is a tendency towards an improved correlation of work. In some cases an improvement is observable in a more satisfactory organization of classes within burghs, both as between those under the same management and those under different management. The adoption in all large centres of a co-ordinated system of instruction for Continuation Class pupils from the time of leaving the day school is desirable in the interests alike of the students and of education.

Attendance at the Auxiliary or Recreative Classes under Division IV. shows little change from one session to another Of such classes, those for Physical Training appear to be the most

popular. But it is disappointing to find a disposition on the part of far too many of the students to overlook the obvious advantages of attending also classes of a strictly educational character. We trust that school managers will do all in their power to encourage such attendance.

Special courses for pupil teachers in Drawing (78 classes) and Science (28 classes) are provided at different centres, and it is gratifying to find that the efforts of managers in this direction are attended with good results.

The detailed Statistics relating to the Continuation Classes on account of which grants have been paid in the financial year ended 31st March, 1905, are in course of preparation and will be published in the Appendix.

Residue Grant and Technical Education.

In view of the fact that under the Code of Regulations for Continuation Classes one-fourth, and in the case of parishes in certain Highland Counties one-eighth, at least of the expenditure upon such classes must be found locally, it becomes important to consider what aid may be expected for these classes, and also for the central institutions referred to in the Code, from the residue grant allotted to Town and County Councils under the Local Taxation (Customs and Excise) Act, 1890. The sum allotted varies in amount, and though under the Local Taxation Act of 1898 it is relieved of certain prior charges by which it was liable to be decreased, the grant has declined since 1900 (when a sum of 87,600*l.* 3*s.* 0*d.* was paid), consequent upon a reduction of the receipts from the Customs and Excise Duties. In the years 1902, 1903, and 1904, the amounts available were 69,491*l.* 4*s.* 10*d.*, 72,970*l.* 17*s.* 3*d.*, and 68,968*l.* 12*s.* 11*d.*, respectively. The Return which will be submitted to Parliament for the year 1903–1904 deals with the sum of 72,970*l.* 17*s.* 3*d.*, the grant distributed in respect of the year ended 15th May, 1904. Of this amount 18,880*l.* 16*s.* 2*d.* was allocated by local authorities to the relief of rates, while 54,090*l.* 1*s* 1*d.* was allocated for purposes of technical education, representing about 74 per cent. of the total sum available, as compared with 73 per cent. in the preceding year.

This sum of 54,090*l.* 1*s.* 1*d.* was augmented from unexpended balances and other sources to the sum of 69,712*l.* 2*s.* 7*d.*, of which 59,818*l.* 2*s.* 6*d.* was expended during the year, leaving a balance (reserved for purposes of technical education) of 9,894*l.* 0*s.* 1*d.* as against last year's balance of 15,192*l.* 14*s.* 1*d.* It would appear that the sum at present reserved for technical education might, if carefully applied, of itself go far to supply the local contribution necessary under the Continuation Class Code.

Application of the Residue Grant.

But this sum is very unequally distributed. While certain local authorities contribute generously to the support of classes recognised under the Continuation Class Code, others expend the whole of their funds upon relief of rates. Moreover, a perusal of the Return raises doubts as to whether the money reserved for technical education has always been applied to the best advantage. It is necessary to discriminate between instruction of an elementary nature or designed mainly to afford a pleasant evening occupation to the pupils, and the sound training in technical subjects which can only be given in courses such as those under Division III. of the Code, which are prolonged over several years. Though these classes may possibly be attended by a comparatively small number of students the instruction given in them may reasonably be expected to be of greater economic value to the nation. Above all, it is desirable that more adequate support should be given to technical colleges and other central institutions, which, by carrying technical education to the highest possible point, may be expected in a pre-eminent degree to have a decisive effect upon the manufactures and industries of the country.

X.—*Agriculture.*

Agricultural Colleges.

We have already explained that the support given to each Institution of this kind from Imperial and National funds, must be to a large extent dependent upon the appreciation of its work in the various localities concerned, as evidenced by continued local support. We think that the most effective way of securing such support, as well as of ensuring that the work of each Institution shall take the direction most likely to be productive of benefit to the locality, is to entrust its executive management to a body of Governors thoroughly representative of the most enlightened opinion on agricultural subjects among both farmers and land-owners. To the bodies of Governors so constituted, we should look for advice in all that concerns agricultural education in the districts affected. We have now three such organisations affecting wide districts of Scotland, and affording aid to the agriculture of the district in the form best suited to it.

Instruction of Teachers in Agriculture.

While we do not think it feasible or desirable to make practical instruction in Agriculture part of the curriculum of rural schools in general, we think it possible to give to the studies of the more advanced pupils in many of these schools such a direction as shall foster their interest in rural life and give them some insight into the scientific principles which underlie the practice of Agriculture. When it is desired that opportunity should be afforded to teachers in suitable localities to qualify themselves more fully to give instruction of this nature, advantage should be taken of the provisions of Article

91 (*d*) of the Code, and we are of opinion that such classes for the instruction of teachers in matters appertaining to Agriculture should as a rule be held at the central Agricultural Institutions and should be under the general direction of the Managers thereof. But the funds for the maintenance of such classes should be provided in the manner specified in Article 91 (*d*) of the Day School Code. The object of the grants to the Agricultural Colleges is in the first place to foster the scientific study of Agriculture to the highest possible degree by, it may be, a comparatively select body of students, and in the second place, by making the results of scientific research known as widely as possible among the farming community by suitable agencies, to ensure that this expenditure of public funds shall be a direct benefit to the agriculture of the country. The application of the funds to any purpose less germane to the principal object must be jealously guarded against.

Grants to Agricultural Colleges.

As was indicated in the Report for 1902–1903, the sum of 2,000*l.* required for Agricultural Education no longer appears as a separate Sub-head on the Estimates, arrangements having been made for the payment of grants proportioned to the approved expenditure on the principles laid down in Article 87 of the Continuation Class Code.

For the year 1903–1904, a grant of 500*l.* to the Agricultural Department of the Aberdeen University has been met from the further sum of 2,000*l.* available under Section 2, Sub-section 4, of the Local Taxation Account (Scotland) Act, 1898, and the expenses of inspection (77*l.* 6*s.*) of the Agricultural Institutions were met from the same source. Grants of 2,204*l.* 6*s.* 11*d.* to the Edinburgh and East of Scotland College of Agriculture and 2,680*l.* 17*s.* 10*d.* to the West of Scotland Agricultural College, were paid in terms of Article 87 of the Continuation Class Code. The grant to the Aberdeen and North of Scotland College of Agriculture—an institution which takes the place of the Agricultural Department of the Aberdeen University—will be determined in accordance with the principles applicable to the other two colleges, in respect of the year 1904–1905. Further details relating to the Agricultural Colleges will be published in the Appendix.

XI.—The Royal Scottish Museum, Edinburgh.

The Royal Scottish Museum, Edinburgh.

In the month of October the King was pleased to confer the title "Royal" upon this Museum, and to approve of its designation being changed from the Edinburgh Museum of Science and Art to The Royal Scottish Museum. This change, which has met with general approval, will serve to procure for the Museum still wider recognition than heretofore of its position as a national institution.

It is gratifying to note that there has again been an increase in the number of visitors to the Museum in the past year. It is also gratifying to find that the measures which we have taken to render the collections more useful for the purposes of technical instruction have been successful in attracting an increased attendance of students, many of whom have visited the Museum in classes under the direction of teachers and instructors. Several of these classes have come from centres at a considerable distance from Edinburgh.

The block of old houses at the back of the Museum, recently acquired by H.M. Office of Works, has now been demolished. A first step has thus been taken towards the protection of the Museum from the danger of fire to which it is exposed from the close proximity of the tenements on the south and west sides, referred to in last year's report.

In the Natural History Department the Type collection has been still further extended by the arrangement of a set of specimens illustrative of the technical terms used in the description of molluscan shells and by a series presenting an epitome of the classification of insects. As in former years, this department has been enriched in nearly all its sections by the gift of many valuable and interesting specimens from private donors.

In the Art and Ethnographical Department, the Noël Paton collection, referred to in last year's report as a loan to the Museum, has now been acquired by purchase. The character of this collection and the interest taken in it by the public suggested that an effort should be made to acquire it as national property, and as the result of an exhaustive examination by a London expert, the sum of £10,000 was fixed as its purchase price. It was arranged that a portion of this sum should be provided by H.M. Treasury, conditionally upon the balance being raised by public subscription. It is gratifying to be able to state that the appeal to the public for assistance towards this acquisition met with a generous response, and that, along with liberal subscriptions from private individuals, the Corporation of Edinburgh made a donation of 1,000 guineas. The President and members of the Royal Scottish Academy also rendered valuable assistance.

Important loans have been received during the year in this Department, including specimens illustrative of classical and renaissance art, and the ethnological collections have been increased by considerable additions, especially from various parts of Africa.

In the Technological Department a number of new models have been added to the collection in the Machinery Hall, and considerable progress has been made in carrying out the scheme for forming the exhibits in this hall into a connected series illustrative of the subject of machine construction. A great improvement has also been effected in the course of the year in

the arrangement of the exhibits in the Mining and Metallurgical Hall, and in this branch of work the Museum Authorities have had the advantage of the active co-operation of experts who thoroughly understand the present position of these industries and the requirements of those engaged in the study of them.

The additions to the Museum Library, by donation and purchase, numbered 279 volumes. The number of readers for the year shows a considerable increase on the total for any preceding year.

(Signed) LONDONDERRY.
LINLITHGOW.

J. STRUTHERS, *Secretary*,

Scotch Education Department,

the 15th day of May, 1905.

APPENDIX TO REPORT.

PART I.

LIST of PARISHES and BURGHS in each COUNTY of SCOTLAND having separate SCHOOL BOARDS, with the population as at the Census of 1901; the names and addresses of the Clerks of the Boards; the number of Members assigned to each School Board by the Board of Education (section 12 (1) of the Act), and the date of the first election of each School Board.

1. The names of *burghs*, excepting those dealt with (under section 11 of the Act) as parts of the parishes in which they are situated, and of the *towns* in Schedule A. of the Education Act, are printed in small capitals.
2. The names of *parishes*, including burghs dealt with (under section 11 of the Act) as parts of the parishes in which they are situated, are printed in ordinary type.
3. *Insular parishes are printed in italic.*
4. The *counties* are arranged in alphabetical order.

SCOTLAND.

County.	Population.	No. of School Boards.	County.	Population.	No. of School Boards.
Aberdeen	312,825	92	Kinross	6,664	5
Argyll	74,241	46	Kirkcudbright	39,511	30
Ayr	253,372	51	Lanark	1,314,810	50
Banff	61,789	25	Linlithgow	66,443	12
Berwick	31,128	32	Nairn	8,721	5
Bute	18,787	6	Orkney	23,699	20
Caithness	33,870	12	Peebles	15,034	14
Clackmannan	31,907	6	Perth	123,991	79
Dumbarton	113,939	14	Renfrew	294,593	23
Dumfries	72,571	45	Ross and Cromarty	76,450	35
Edinburgh	485,061	30	Roxburgh	48,500	32
Elgin	44,499	21	Selkirk	23,333	9
Fife	218,840	69	Shetland	28,166	12
Forfar	284,082	60	Stirling	141,948	24
Haddington	38,665	26	Sutherland	21,440	13
Inverness	90,075	37	Wigtown	32,557	18
Kincardine	31,537	19	Totals	4,472,103	972

LIST.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
[92.]* ABERDEEN.	*313,825*		1873.		
ABERDEEN (Burgh) -	153,503	15	29 Mar.	T. Hector -	22, Union Terrace, Aberdeen.
Aberdour - - -	1,476	5	4 Apr.	W. Chapman -	Woodhead, New Aberdour, Fraserburgh.
Aboyne and Glentanner	1,477	5	19 „	A. G. Anderson	North of Scotland Bank, Aboyne, Aberdeenshire.
Alford - - -	1,486	5	18 Mar.	J. Reid - -	Alford, Aberdeenshire.
Ardallie - - -	1,080	5	2 Apr.	G. Pirie - -	North of Scotland Bank, Ltd., Ellon.
Auchindoir and Kearn	1,216	5	24 Mar.	J. Paterson, jun.	Brawland, Rhynie, Aberdeenshire.
Auchterless - -	1,623	7	12 Apr.	J. Stephen -	Templand Cottage, Auchterless, Auchterless Station, Aberdeenshire.
Belhelvie - - -	1,614	7	15 „	R. Rae - -	Balmedie, Aberdeen.
Birse - - - -	1,085	5	19 „	A. Ross - -	Parish Council Office, Birse, Aboyne, Aberdeenshire.
Bourtie - - -	408	5	19 „	W. Moir, jun. -	Shadowside, Bourtie, Old Meldrum, Aberdeen.
Cairney - - -	1,283	5	11 „	J. Barclay -	Binhall, Cairney, Huntly.
Chapel of Garioch -	1,472	7	5 „	J. Diack, jun.-	Durno House, Pitcaple, Aberdeen.
Clatt - - - -	425	5	10 „	J. Petrie -	Hardgate Clatt, Kennethmont, Aberdeenshire.
Cluny - - - -	1,207	5	16 May	P. Crighton -	Sauchen, Aberdeen.
Coull - - - -	422	5	29 Mar.	W. Kennedy -	Springbank, Coull, Aboyne, Aberdeenshire.
Crathie and Braemar -	1,442	5	19 Apr.	W. Michie -	Tillochcoy, Inver, Ballater, Aberdeenshire.
Crimond - - -	735	5	12 „	W. Clubb, jun.	Elliewell, Crimond, Peterhead.
Cruden - - -	3,060	7	29 Mar.	A. Bruce - -	Port Errol, Aberdeenshire.
Culsalmond - -	683	5	20 „	J. Duguid -	St. Sairs, Insch.
Daviot - - -	730	5	12 Apr.	W. Baxter -	Town and County Bank, Old Meldrum, Aberdeen.
Drumblade - - -	948	5	14 „	W. Leslie -	11, Castle Street, Huntly.
Drumoak - - -	865	5	8 „	J. Merson -	High Street, Banchory, Kincardineshire.
Dyce - - - -	1,482	5	24 Mar.	J. Thom - -	Upper Kirkton, Dyce, Aberdeen.
Echt - - - -	1,249	5	10 May	J. Coutts -	Waterton, Dunecht, Aberdeen.
Ellon - - - -	3,395	7	8 Apr.	A. J. Raeburn-	Ellon.
Fintray - - -	866	5	29 Mar.	W. Cumming -	Hatton, Fintray, Aberdeen.

* The figures in brackets [ ] indicate the number of School Boards in each county.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
ABERDEEN—*cont.*			1873.		
Forgue	1,107	5	5 Apr.	G. Winton	Forgue, Huntly.
Foveran	1,793	7	19 „	L. Tait	Old Mill, Foveran, Newburgh, Aberdeen.
Fraserburgh (including Town).	9,715	7	15 „	A. Henderson	11, Frithside Street, Fraserburgh.
Fyvie	2,699	9	13 Mar.	W. Thomson	Fyvie, Aberdeenshire.
Gartly	862	5	17 Apr.	W. Grant	Faichhill, Gartly, Aberdeenshire.
Glass	809	5	10 „	T. Gauld	Blairmore Cottage, Glass, Huntly.
Glenbucket	403	5	24 Mar.	J. Forbes	Tombreck, Bridge of Bucket, Gartly, Aberdeenshire.
Glengairn	207	5	12 Apr.	J. Beaton	North of Scotland Bank, Ballater, Aberdeenshire.
Glenmuick and Tullich	2,162	5	5 Apr.	J. Simpson	Union Bank of Scotland, Ballater, Aberdeenshire.
Huntly (including Town)	4,899	9	10 „	W. Leslie	11 Castle Street, Huntly.
Insch	1 408	5	14 Mar.	W. A. Macdonald.	High Street, Insch.
Inverurie (including Burgh).	3,491	7	13 „	A. I. Smith	7, West High Street, Inverurie.
Keig	626	5	3 Apr.	W. Anderson	West Cividley, Keig, Whitehouse, Aberdeen.
Keithhall and Kinkell	803	5	1 „	J. McGlashan	Keithhall, Inverurie.
Kemnay	2,084	5	22 „	A. Whyte	Kemnay, Aberdeen.
Kennethmont	920	5	4 „	J. Reid	New Flinder, Kennethmont, Aberdeenshire.
Kildrummy	574	5	22 „	J. Milne	Milton, Kildrummy, Mossat, Aberdeenshire.
Kincardine O'Neil	2,005	5	28 „	J. McLaggan	Town and County Bank, Torphins, Aberdeenshire.
King Edward	897	5	29 Mar.	P. Duncan	Balchers, King Edward, Banff.
Kininmonth (School District, § 17, parts of Lonmay, Strichen, Old Deer and Longside).	918	5	1874. 18 Apr.	G. Davidson	Longside, Aberdeen.
Kinnellar	551	5	1873. 15 Sept.*	N. Smith	Blackburn, Aberdeen.
Kintore (including Burgh).	2,553	5	1 Apr.	J. C. Innes	Port Elphinstone, Inverurie
Leochel-Cushnie	1,280	7	27 Mar.	P. R. D. Williams	Milton of Cushnie, Alford, Aberdeen.
Leslie	443	5	4 Apr.	J. Anderson	Bogs of Leslie, Insch.
Logie-Buchan	651	5	5 „	G. Pirie	North of Scotland Bank, Ellon.
Logie-Coldstone	962	5	31 Mar.	A. Farquharson	Loanhead, Dinnet, Aberdeenshire.
Longside	2,697	7	19 Apr.	G. Davidson	Longside, Aberdeen.

* Date of nomination by Board of Education, no election having taken place. Date originally fixed, 22nd March.

Parish or Burgh	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
ABERDEEN—*cont.*			1873.		
Lonmay	1,622	5	19 Apr.	J. W. Forbes	Lonmay, Aberdeenshire.
Lumphanan	966	5	26 „	G. Spark	Faburn, Lumphanan, Aberdeenshire.
Meldrum	1,855	7	9 „	W. Baxter	Town and County Bank, Old Meldrum, Aberdeen.
Methlick	1,692	5	7 „	J. Allan	Methlick, Aberdeen
Midmar	1,000	5	10 May	J. Strachan	Midmar, Aberdeen.
Millbrex	1,207	5	16 Apr.	W. Thomson	Town and County Bank, Ltd., Fyvie, Aberdeenshire.
Monquhitter	2,170	7	20 Mar.	P. Cowie	Netherton, Monquhitter, Turriff.
Monymusk	1,106	5	27 „	R. Grant	Pitfichie, Monymusk, Aberdeen.
New Byth	1,644	7	12 Apr.	W. Fraser	New Byth, Turriff.
New Deer	3,619	7	8 „	W. Watt	Church Crescent, New Deer, Aberdeen.
Newhills	5,753	7	19 „	Rev. J. Wiseman.	Bucksburn, Aberdeenshire.
New Machar	1,393	7	3 „	W. Johnston	Mill of Pinkie, Summerhill, Aberdeen,
New Pitsligo	2,332	7	29 Mar.	G. Robertson	Church Hill, New Pitsligo, Aberdeen,
Old Deer	3,144	7	12 Apr.	J. F. Ingram	Old Deer, Mintlaw Station, Aberdeenshire.
Old Machar	1,457	5	19 „	A. Webster	139, King Street, Aberdeen.
Oyne	770	5	31 Mar.	J. Diack, junr.	Durno House, Pitcaple, Aberdeenshire.
Peterculter	4,940	7	26 Apr.	A. Sands	8, Golden Square, Aberdeen
PETERHEAD (Burgh)	11,794	9	14 „	T. Mackie	Court House, Peterhead.
Peterhead (Landward)	3,352	7	10 May	T. Mackie	Court House, Peterhead.
Pitsligo	2,307	5	5 July	A. M. Shirran	Union Bank, Rosehearty, Fraserburgh.
Premnay	926	5	15 Mar.	A. Mennie	Auchleven, Premnay, Insch.
Rathen	2,577	7	3 May	G. Dawson	Memsie House, By Fraserburgh.
Rayne	1,097	5	11 Mar.	G. Shewan	Lochend, Warthill, Meikle Wartle, Aberdeenshire.
Rhynie	1,095	5	9 Apr.	R. Bremner	Rhynie, Gartly, Aberdeenshire.
St. Fergus	1,194	5	10 „	D. S. Malcolm	Peterhead.
Savoch	1,736	5	7 „	G. Knox	Auchnagatt, Aberdeenshire.
Skene	1,546	5	3 „	J. Wyness	Skene, Aberdeen.
Slains	936	5	17 Apr.	J. Sangster	Slains, Ellon.
Strathdon	1,096	5	10 Mar.	A. Kellas	Mains of Glencarvie Strathdon, Gartly, Aberdeenshire.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
ABERDEEN—*cont.*			1873.		
Strichen	2,033	5	19 Apr.	W. Cheyne	79, High Street, Fraserburgh.
Tarland	733	5	2 „	W. Thomson	Tarland, Aboyne, Aberdeenshire.
Tarves	2,101	5	4 „	J. Anderson	Tarves, Aberdeen.
Tough	675	5	19 „	J. Davidson	Whitehouse, Aberdeen.
Towie	938	5	11 Mar.	J. Thomson	Belnaboth, Glenkindie, Gartly, Aberdeenshire.
Tullynessle and Forbes	903	5	17 „	J. Lawson	Scotsmill, Tullynessle, Alford, Aberdeenshire.
Turriff	4,139	7	12 Apr.	W. F. Stewart	High Street, Turriff.
Tyrie	747	5	19 „	J. Merson	Cairnmourning, Tyrie, Fraserburgh.
Udny	1,564	5	5 „	T. Duguid	Mosshead, Udny, Aberdeen.
Ythan Wells	1,005	5	3 May	J. Stephen	Templand Cottage, Auchterless, Auchterless Station, Aberdeenshire.
[46.] ARGYLL.	*74,241*				
Acharacle	1,199	7	25 June.	A. D. Gillies	Laga, Salen, Ardgour, Argyllshire.
‡Ardchattan and Muckairn.	2,126	5	8 May 1895.	A. M. Sinclair	Taynuilt, Argyllshire.
Ardgour	547	5	24 Apr.* 1873.	N. B. Mackenzie, junr.	Estate Offices, Fort William.
Ardnamurchan	835	5	18 June.	A. D. McKenzie	Swordle, Ardnamurchan, Oban.
CAMPBELTOWN (Burgh)	8,286	7	27 Mar.	D. M. Maxtone	Campbeltown.
Campbeltown (Landward).	1,950	5	4 Apr.	J. Lothian	Argyll Street, Campbeltown.
Coll	432	5	17 ,	Rev. D. McEchern.	The Manse, Coll, Oban.
Colonsay and Oronsay	313	5	15 Sept.†	A. McNeill	Colonsay, Greenock.
Craignish	327	5	19 Apr.	T. Kay	Ardfern, Argyllshire.
Cumlodden	629	5	29 July	G. Scott	Chamberlain's Office, Inveraray.
Dunoon and Kilmun	10,468	9	12 Apr.	D. Anderson	Victoria House, Dunoon.
Gigha and Cara	374		3 „	W. W. Philip	Gigha, Argyllshire.
Glassary	1,185	5	15 „	A. Dewar	Lochgilphead.
Glenaray (including Burgh of Inveraray).	1,118	5	26 Mar.	A. McArthur	National Bank, Inveraray.
Glenorchy and Inishail	1,034	7	13 May	A. M. Sinclair	Taynuilt, Argyllshire.
Inveraray (Burgh), (united to Glenaray).	—		—	—	—

* Date is regulated by that for Kilmallie, viz., 9th April.

† Date of nomination by Board of Education, no election having taken place. Date originally fixed, 25th April.

‡ Achaleven Combination—*A. Shairp, 22, George Street, Oban.*

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
ARGYLL—*cont.*			1873.		
Inverchaolain	334	5	18 Apr.	Rev. G. A. Stalker.	Manse of Inverchaolain, Toward Point, Argyllshire.
Jura	625	5	25 Mar.	J. McGillivray	New Brosdale, Jura, Greenock.
Kilbrandon and Kilchattan.	1,568	5	8 May	A. Cowan	Easdale, Oban.
Kilcalmonell	495	5	15 July	A. McDougall	Tarbert (Loch Fyne).
Kilchoman	2,360	7	2 Apr.	M. Mactaggart	Bowmore, Argyllshire.
Kilchrenan and Dalavich.	554	5	18 „	D. McIntyre	Kilchrenan, Argyllshire.
Kildalton	1,872	5	26 „	D. McKenzie	Port Ellen.
Kilfinan	1,915	5	12 Mar.	D. Kerr	Tigh-na-bruaich, Argyllshire.
Kilfinichen and Kilvickeon.	1,529	5	12 May	A. McGregor	Kilfinichen, Bunessan, Oban.
Killarrow and Kilmeny	2,635	7	26 Mar.	M. Mactaggart	Bowmore, Argyllshire.
Killean and Kilchenzie	1,078	5	8 Apr.	N. MacCallum	Lochend House, Campbeltown.
Kilmartin	663	5	21 Mar.	M. B. Cordiner	School House, Kilmartin, Argyllshire.
Kilmodan	387	5	28 „	J. MacInnes	Glendaruel, Colintraive, Argyllshire.
Kilmore and Kilbride (exclusive of Burgh of Oban).	874	5	6 May	D. MacGregor	Albany Street, Oban.
Kilninian and Kilmore	2,167	7	8 Apr.	H. Morison	Tobermory, Argyllshire.
Kilninver and Kilmelford.	357	5	5 May	Rev. J. A. Nicholls.	The Manse, Kilmelford, Argyllshire.
Lismore and Appin	3,707	7	9 „	D. Macintyre	Port Appin, Argyllshire.
Lochgilphead	3,560	7	11 Mar.	A. Mac Ewan	Lochgilphead.
Lochgoilhead and Kilmorich.	671	5	23 Apr.	R. Brown	149, West George Street, Glasgow.
Morvern	730	5	8 „	A. Shairp (*int.*)	Oban.
North Knapdale	768	5	2 May	H. McDiarmid	48, Argyll Street, Lochgilphead.
OBAN (Burgh)	5,427	7	14 Mar.	W. Jolly	Columba Buildings, Oban.
Saddell and Skipness	1,087	5	14 May	J. MacKinven	Carradale, Argyllshire.
Salen	441	5	2 July	J. MacLachlan	Tobermory, Argyllshire.
Southend	732	5	8 Apr.	J. Lothian	Argyll Street, Campbeltown.
South Knapdale	733	7	25 „	A. L. MacGilp	Ardrishaig, Argyllshire.
Strachur and Stralachlan.	734	5	15 Sept.*	J. Rhind	Strachur, by Greenock.
Strontian	519	5	18 July	N. B. Mackenzie.	British Linen Bank Buildings, Fort William.

* Date of nomination by Board of Education, no election having taken place. Date originally fixed, 28th May.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
ARGYLL—*cont.*			1873.		
Tarbert	2,126	5	8 July	J. R. Young	65, Bath Street, Glasgow.
Torosay	575	5	13 May	A. Shairp	22, George Street, Oban.
Tyree	2,195	7	28 Mar.	M. McLean	Kirkapool, Tyree, Oban.
[51.] AYR.	*253,372*				
Alloway	968	5	23 Mar.	D. Gray*	Alloway, Ayr.
Ardrossan	11,845	7	5 Apr.	J. Cook	Town Clerk's Office, Ardrossan.
Auchinleck	6,605	7	14 Mar.	D. Smith	Auchinleck, Ayrshire.
AYR (Burgh)	28,697	9	10 May	J. Douglas	Wellington Chambers, Ayr.
Ayr (Landward)	1,043	5	30 Oct.†	D. Gray	Alloway, Ayr.
Ballantrae	1,124	5	8 May	J. R. G. Phillips, jun.	Ballantrae, Ayrshire.
Barr	581	5	12 Apr.	A. Caldwell	Barr, Girvan.
Beith	7,523	7	11 „	A. Stewart	Beith.
Colmonell	1,954	5	23 „	G. Rowan	Ballochmorrie Daljarrock, Ayrshire.
Coylton	2,542	7	26 „	M. Brown	Pierhill, Annbank, Ayr.
Craigie	509	5	17 May	A. McFarlane	Craigie, Kilmarnock.
Crosshill	1,108	5	18 Apr.	J. Cooper	King Street, Crosshill, Maybole.
Dailly	1,673	5	22 Mar.	W. G. Wilson	Dalquharran, Dailly, Ayrshire.
Dalmellington	5,261	7	26 „	A. S. Glass	Dalmellington, Ayrshire
Dalry	8,212	9	29 Apr.	P. Comrie	New Street, Dalry, Ayrshire.
Dalrymple	1,208	5	3 „	W. Clark	Dalrymple, Ayr.
Dreghorn	4,332	7	3	N. Auld	Bankhead, Kilmarnock.
Dundonald	6,441	7	5 „	R. Young	Town Clerk's Office, Troon.
Dunlop	1,542	5	18 Mar.	J. G. Wyllie	Post Office, Dunlop, Kilmarnock.
Fenwick	1,063	5	25 „	J. Currie	Post Office, Fenwick, Kilmarnock.
Galston	6,979	7	22 „	R. Blair	British Linen Company Bank, Galston, Ayrshire.
GIRVAN (Town)	3,311	7	18 Apr.	T. G. Tait	Girvan.
Girvan (Landward)	1,561	5	18 „	A. Dunlop	Royal Bank of Scotland, Girvan.
IRVINE (Burgh)	9,618	7	27 Mar.	W. C. Wilson	Irvine.

* Also clerk to combined Board of Alloway and Ayr (Landward).
† Date of nomination by Board of Education, no election having taken place. No date fixed.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
AYR—*cont.*			1873.		
Irvine (Landward)	1,649	5	14 Apr.	A. F. McJannet	British Linen Bank, Irvine
Kilbirnie	7,207	7	29 Mar.	J. Lusk	Clydesdale Bank, Dalry.
KILMARNOCK (Burgh)	34,165	9	15 „	J. P. Stevenson	Kilmarnock.
Kilmarnock (Landward)	1,992	7	21 „	J. P. Stevenson	Kilmarnock.
Kilmaurs	4,549	7	10 Apr.	D. Carruthers	Market Lane, Kilmarnock.
*Kilwinning	8,125	7	10 „	R. C. King D. Stevenson, *Depute Clerk.*	20, Howgate, Kilwinning, Ayrshire.
Kirkmichael	854	5	17 „	W. Dunn	High Woodstone, Dalrymple, Ayrshire.
Kirkoswald	1,411	5	19 „	W.A.Templeton	Post Office, Kirkoswald, Maybole.
Largs	4,405	7	20 Mar.	J. Fleck	Largs, Ayrshire.
Loudoun	8,205	7	14 „	A. Cameron	Newmilns, Ayrshire.
Mauchline	2,572	5	15 „	J. D. Macmillan	Mauchline.
Maybole (combined District).	7,503	7	5 & 12 Apr	P. Paterson	Maybole.
Monkton and Prestwick	3,854	7	19 Apr.	H. Boyd, jun.	Prestwick, Ayrshire.
Muirkirk	5,670	7	29 Mar.	R. A. Leslie	Wellwood Street, Muirkirk, Ayrshire.
New Cumnock	5,367	7	22 „	W. Tweedie(*int.*)	School Board Office, New Cumnock, Ayrshire.
Newton-on-Ayr (Landward) (united to St. Quivox, § 17).	—	—	—	——	——
Ochiltree	1,932	5	29 Mar.	A. Urquhart	Ochiltree, Cumnock (Old).
Old Cumnock	5,144	7	27 „	A. Brakenridge	Glaisnock Street, Cumnock (Old).
Riccarton	5,065	7	29 „	J.D.Mackintosh	49, John Finnie Street, Kilmarnock.
St. Quivox (Landward) (including Newton-on-Ayr, (Landward)	1,219	5	10 May	J. Meikle	Mount Hamilton, Ayr.
Sorn	3,607	7	5 Apr.	R. B. Conner	Catrine, Ayrshire.
Stair	1,175	5	3 „	R. Sloan	Keyshill, Stair, Mauchline.
Stevenston	9,497	7	12 „	A. Wilson	Stevenston, Ayrshire.
*Stewarton	3,958	7	2 „	J. J. Love	Stewarton, Ayrshire.
Straiton	1,016	5	29 Mar.	J. McFadzean	Straiton, Maybole.
Symington	592	5	28 „	D. Carruthers	2, Clerk's Lane, Kilmarnock.
Tarbolton	3,961	7	14 Apr.	A. Guthrie	Tarbolton, Ayr.
West Kilbride	2,978	5	2 „	G. McNee	Gateside, West Kilbride, Ayrshire.

* Auchentiber Combination—*R. C. King, Kilwinning, Ayrshire.*

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
[25.] BANFF.	*61,789*		1873.		
Aberlour	2,538	5	8 Apr.	H. Stewart	Royal Bank Buildings, Elgin.
Alvah	1,155	5	26 „	J. MacWilliam	Deuchries, Alvah, Banff.
BANFF (Burgh)	3,732	9	31 Mar.	J. A. Badenoch	High Street, Banff.
Banff (including Q. S. Par. of Ord, united under § 17) (Landward).	1,169	5	19 Apr.	J. Donald	Newton of Deershaw, Alvah, Banff.
Boharm	1,128	5	17 „	Thurburn and Fleming.	Keith.
Botriphnie	754	5	3 May	Thurburn and Fleming.	Keith.
Boyndie	1,843	5	25 Apr.	J. McCulloch	Whitehills, Banff.
Buckie (included in Rathven).	—	—	—	—	—
Cabrach	581	5	12 Apr.	J. L. Craig	Dufftown, Banffshire.
Cullen	2,116	7	26 „	A. Sim	Cullen, Banffshire.
Deskford	714	5	7 May	R. Cruickshank	Berryhillock, Deskford, Cullen, Banffshire.
Enzie	2,277	5	13 „	A. J. Taylor	Post Office, Enzie, Buckie.
Fordyce	3,941	7	16 Apr.	W. Ingram	Portsoy, Banffshire.
Forglen	653	5	31 Mar.	J. L. Keith	Turriff.
Gamrie	6,409	9	21 Apr.	A. George	Town Clerk's Office, Macduff.
Glenrinnes	337	5	17 Mar.	Rev. C. Bruce	Glenrinnes, Dufftown, Banffshire.
Grange	1,673	5	12 Apr.	J. Clarke	Croftgib, Grange, Keith.
Inveravon	2,201	7	31 Mar.	W. Phimister	Drumin, Glenlivet, Ballindalloch, Banffshire.
Inverkeithny	769	5	19 Apr.	R. Alexander	Ladybank, Inverkeithny, Turriff.
Keith	6,828	7	5 „	Thurburn and Fleming.	Keith.
Kirkmichael	1,035	5	10 „	J. Taylor, jun.	Town & County Bank, Tomintoul, Ballindalloch, Banffshire.
Marnoch	2,784	7	26 „	W. Grant	33½, Main Street, Aberchirder, Banffshire.
Mortlach	3,170	7	12 „	A. Walkinshaw.	North of Scotland Bank, Dufftown, Banffshire.
Ordiquhill	642	5	15 Sept.*	A. Gray	Mill of Park, Ordiquhill, Banff.
Rathven (including Buckie).	12,088	9	15 Apr.	J. Macdonald	Cluny Square, Buckie.
Rothiemay	1,252	5	21 „	Thurburn and Fleming.	Keith.

* Date of nomination by Board of Education, no election having taken place. Date originally fixed, 18th April.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
[32.] BERWICK.	*31,128*		1873.		
Abbey St. Bathan's	213	5	22 Mar.	E. J. Wilson	Abbey St. Bathan's, Grantshouse, Berwickshire.
Ayton	1,629	5	13 „	G. M. Geddes	Ayton, Berwickshire.
Bunkle and Preston	629	5	25 Apr.	G. Mason	Bunkle, Edrom, Berwickshire.
Channelkirk	568	5	7 „	H. M. Liddell	Channelkirk, Lauder, Berwickshire.
Chirnside	1,580	5	31 Mar.	D. Denholm	Chirnside, Berwickshire.
Cockburnspath	982	5	5 Apr.	J. Stevenson	Cockburnspath, Berwickshire.
Coldingham	2,813	9	2 „	A. Macvie	Coldingham, Berwickshire.
Coldstream	2,281	7	31 Mar.	J. Porteous	Coldstream.
Cranshaws	159	5	19 Apr.	W. B. Tomison	Cranshaws, Duns.
Duns	3,199	7	13 Mar.	W. Home Waite	Duns.
Earlston	1,677	5	27 „	J. Steedman	Earlston, Berwickshire.
Eccles	1,433	7	27 „	Dove & Stevenson.	Kelso.
Edrom	1,290	7	26 Feb.	J. B. Kellie	Duns.
Eyemouth	2,487	7	17 Mar.	J. Donaldson	Eyemouth, Berwickshire.
Fogo	445	5	14 Apr.	J. Duns	Duns.
Foulden	386	5	4 „	J. Shed	Rose Villa, Chirnside, Berwickshire.
Gordon	791	5	5 „	G. Weatherhead	Gordon, Berwickshire.
Greenlaw	1,015	5	12 „	D. Leitch	Greenlaw, Berwickshire.
Hume and Stichill	615	5	8 „	A. L. McGregor	27, Woodmarket, Kelso.
Hutton	750	5	17 Mar.	A. P. Hope	Sunwick, Hutton, Berwick.
Ladykirk	316	5	10 Apr.	Rev. W. Dobie	The Manse, Ladykirk, Norham, Northumberland.
Langton	398	5	10 Mar.	W. Home Waite	Duns.
Lauder (including Burgh).	1,461	5	4 Apr.	G. L. Broomfield.	Lauder, Berwickshire.
Legerwood	431	5	10 „	R. Martin	Legerwood, Earlston, Berwickshire.
Longformacus	281	5	5 „	W. Home Waite	Duns.
Mertoun	576	5	12 „	J. Dodds	Mertoun, St. Boswell's, Newtown St. Boswell's.
Mordington	284	5	4 June	Rev. H. Fleming.	Mordington, Berwick.
Nenthorn	416	5	5 Apr.	W. Winton	Nenthorn, Kelso.
Polwarth	203	5	22 Mar.	R. Johnstone	Polwarth, Duns.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
BERWICK—*cont.*			1873.		
Swinton	791	5	29 Mar.	A. M. Porteous	Coldstream.
Westruther	504	5	11 Apr.	G. Mill, jun.	Hindsidehill, Lauder, Berwickshire.
Whitsome	525	5	21 „	G. Tweedie	Duns.
[6.] BUTE.	*18,787*				
Cumbrae	1,769	5	5 Apr.	J. Ross	20, Stuart Street, Millport, Bute.
Kilbride	2,518	5	18 Mar.	J. B. Sweet	Lamlash, Isle of Arran.
Kilmory	2,319	7	25 „	C. Sym	Tormore, Shiskine, Isle of Arran.
Kingarth	1,056	5	4 Apr.	J. Mackinnon	Town Clerk's Office, Rothesay.
North Bute	1,747	5	19 „	J. R. Thomson	5, High Street, Rothesay.
ROTHESAY (Burgh)	9,378	7	27 Mar.	R. D. Whyte	Rothesay.
[12.] CAITHNESS.	*33,870*				
Bower	1,453	5	20 Mar.	R. S. W. Leith	County Buildings, Wick.
Canisbay	2,006	7	27 „	D. K. Murray	Thurso.
Dunnet	1,232	5	16 Apr.	A. Mackay	Bank of Scotland, Thurso.
Halkirk	2,355	7	9 „	H. J. Mackay	Halkirk, Caithness.
Keiss	1,110	5	10 „	A. Bruce	County Buildings, Wick.
Latheron	5,223	7	27 Mar.	C. F. Reid	Clyth Cottage, Lybster Wick.
*Olrig	1,555	5	5 May	J. Gunn	Castletown, Thurso.
Reay	974	5	23 Apr.	Miss A. Macleod.	Reay, Thurso.
Thurso	5,406	7	20 Mar.	J. W. Galloway (*int.*)	Thurso.
Watten	1,230	5	3 Apr.	D. Alexander	Watten, Caithness.
†WICK (Burgh)	8,199	7	2 „	D. W. Georgeson.	Wick.
Wick (Landward)	3,127	7	11 „	D. Leith	Wick.
[6.] CLACKMANNAN.	*31,907*				
ALLOA (Town)	11,421	9	14 Mar.	J. Cuthbert	Candleriggs, Alloa.
Alloa (Landward)	5,437	7	5 Apr.	J. W. Moir	20, Bank Street, Alloa.
Alva	5,641	7	5 „	J. Young	Royal Bank of Scotland, Alloa.
Clackmannan	2,444	7	25 Mar.	A. P. Moir	20, Bank Street, Alloa.
Dollar	1,977	7	17 „	R. M. Fraser	Bridge Street, Dollar, Clackmannanshire.
Tillicoultry	4,987	7	27 „	T. J. Young	Forrester Cottage, Tillicoultry, Clackmannanshire.

† School Board area extended by Order of the Department dated 27th February, 1905, under § 30 of the Education (Scotland) Act, 1878, to include the district annexed to the Burgh in terms of the Wick Burgh Extension Order Confirmation Act, 1902.

* Murkle Combination—*D. K. Murray, Thurso.*

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
[14.] DUMBARTON.	*113,939*		1873.		
Arrochar	605	5	8 May	M. H. Conley	Tarbet (Loch Lomond), Dumbartonshire.
Bonhill	14,581	9	12 Apr.	J. Brown	Albert Buildings, Alexandria, Dumbartonshire.
Cardross	6,486	7	19 „	D. Shaw	Station Place, Renton, Dumbartonshire.
‖Cumbernauld	4,979	7	19 „	R. Short	Parish Council Office, Cumbernauld, Glasgow.
§DUMBARTON (Burgh)	19,985	9	8 Mar.	A. Roberts	Municipal Buildings, Dumbarton.
Dumbarton (Landward)	220	5	10 Oct.*	G. Boyd	Dumbarton.
Kilmaronock	874	5	29 Mar.	R. McEwen	Lomondview, Gartocharn, Alexandria, Dumbartonshire.
† KIRKINTILLOCH (Town).	10,502	7	8 Apr.	D. Patrick	Kirkintilloch, Glasgow.
‖Kirkintilloch (Landward).	3,899	5	4 „	H. Hutcheson	115, Wellington Street, Glasgow.
Luss	572	5	9 May	G. R. Murray	Municipal Buildings, Helensburgh.
New or East Kilpatrick	10,815	7	10 Mar.	J. Cranmer	"Killorn," Milngavie, Glasgow.
Old or West Kilpatrick	27,311	9	5 Apr.	J. McBride	50, Kilbowie Road, Clydebank, Glasgow.
Roseneath	1,923	5	28 Feb.	A. McNeilage	Kilcreggan, Dumbartonshire.
Row	11,187	7	11 Apr.	G. Maclachlan	Helensburgh.
[45.] DUMFRIES	*72,571*		1876.		
Annan (including Burgh)	6,378	7	11 Apr.	W. Roddick	Commercial Bank of Scotland, Annan.
Applegarth and Sibbaldbie.	807	5	1873. 12 Apr.	J. F. Cormack	Lockerbie.
Brydekirk	832	5	15 Sept.‡	I. Moffat	Kirtlebridge, Ecclefechan.
Caerlaverock	841	5	4 Apr.	J. Hunter	31, Castle Street, Dumfries.
Canonbie	1,959	7	14 „	J. Watson	Byreburn, Canonbie, Dumfriesshire.
Closeburn	1,275	5	31 Mar.	G. McFarlan	Closeburn, Thornhill.
Cummertrees	938	5	29 „	Rev. A. S. Nicol	The Manse, Cummertrees, Annan.
Dalton	563	5	8 „	J. Hayes	Dormont Grange, Lockerbie.
Dornock	871	5	19 Apr.	M. Little	Annan.
Dryfesdale	3,130	7	28 „	D. McJerrow	Lockerbie.
DUMFRIES (Burgh)	13,239	9	15 Mar.	J. E. Blacklock	93, Irish Street, Dumfries.
Dumfries (Landward)	4,907	7	29 „	J. H. McGowan	Dumfries.

* Date of nomination by Board of Education, no election having taken place. No date fixed.
† Lenzie combination. *D. Miller*, 48, *West Regent Street, Glasgow.*
‡ Date of nomination by Board of Education, no election having taken place. Date originally fixed 3rd April.
§ School Board area extended by Order of Department dated 31st December, 1901, under § 30 of the Education (Scotland) Act, 1878, to include the parts of the parishes of Cardross, Dumbarton (Landward), and Old Kilpatrick, annexed to Burgh in terms of Dumbarton Burgh Act, 1899.
‖ Condorrat combination. *J. Longwill, Bank House, Cumbernauld, Glasgow.*

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
DUMFRIES—*cont.*			1873.		
Dunscore	1,055	5	8 Apr.	J. Laurie	Dunscore, Auldgirth, Dumfriesshire.
Durisdeer	970	5	8 „	J. R. Wilson	Sanquhar, Dumfriesshire.
Eskdalemuir	441	5	17 „	J. Malcolm	Schoolhouse, Eskdalemuir, Langholm.
Ewes	261	5	18 „	J. C. Lyall	Ewes, Langholm.
Glencairn	1,490	5	17 Mar.	D. Corson	Moniaive, Thornhill.
Gretna or Graitney	1,250	5	25 „	T. H. McTaggart	Gretna, Carlisle.
Halfmorton	346	5	18 „	A. K. Gibson	Estate Office, Springkell, Ecclefechan.
Hoddam	1,415	5	7 Apr.	D. Reid	Royal Bank, Ecclefechan.
Holywood	938	5	12 „	A. Dobie	Maxwelltown, Dumfries.
Hutton and Corrie	663	5	14 „	W. & J. McClure	Clydesdale Bank, Lockerbie.
Johnstone	800	5	14 „	D. McJerrow	Lockerbie.
Keir	540	5	24 Mar.	W. Scott	Keir Mill, Thornhill
Kirkconnel	1,248	5	17 Apr.	J. R. Wilson	Sanquhar, Dumfriesshire.
Kirkmahoe	1,106	5	5 „	J. Carmont	Kirkton, Kirkmahoe, Dumfries.
Kirkmichael	748	5	19 „	H. S. Gordon	Dumfries.
Kirkpatrick Fleming	1,466	5	7 „	J. B. Leslie	East Lodge, Mossknow, Ecclefechan.
Kirkpatrick Juxta	980	5	26 „	W. Tait	Moffat.
Langholm	3,500	7	27 Mar.	R. McGeorge	Langholm.
Lochmaben (including Burgh).	2,388	7	28 „	J. B. McNish	48, Queen Street, Lochmaben, Dumfriesshire.
Middlebie	1,823	5	25 „	G. Moffat	St. Ann's, Ecclefechan.
Moffat	2,799	7	11 Apr.	W. Tait	Moffat.
Morton	1,872	5	10 „	D. Paterson	West Morton Street, Thornhill, Dumfriesshire.
Mouswald	475	5	3 Mar.	Rev. A. Angus	Mouswald Ruthwell, Dumfriesshire.
Penpont	923	5	3 Apr.	R. Wilson	Thornhill.
Ruthwell	766	5	24 Mar.	J. Kerss	Hope Cottage, Ruthwell, Dumfriesshire.
St. Mungo	567	5	12 Apr.	W. & J. McClure	Clydesdale Bank, Lockerbie.
Sanquhar (including Burgh).	2,933	7	14 „	D. Paterson	Thornhill, Dumfriesshire.
Tinwald	741	5	22 Mar.	J. Geddes	8, English Street, Dumfries.
Torthorwald	779	5	21 „	J. Wilson	16, Buccleuch Street, Dumfries.
Tundergarth	403	5	31 „	W. & J. McClure	Clydesdale Bank, Lockerbie.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
DUMFRIES—*cont.*			1873.		
Tynron	334	5	8 Apr.	J. Laurie	Tynron, Thornhill.
Wamphray	396	5	8 „	G. Rae	Wamphray, Beattock, Dumfriesshire.
Westerkirk	415	5	28 Mar.	R. McGeorge	Langholm.
[30.] EDINBURGH.	*488,061*				
Borthwick	1,237	7	14 Apr.	R. Stoddart	Gorebridge, Mid-Lothian.
Carrington	460	5	5 „	R. B. Brunton	Schoolhouse, Carrington, Gorebridge, Mid-Lothian.
Cockpen	3,720	7	19 „	D. B. Tod	Bonnyrigg, Lasswade.
Colinton	5,499	7	5 „	A. Shankie	Colinton, Mid-Lothian.
Corstorphine	2,725	5	18 „	J. E. Cowan	Manse Road, Corstorphine, Mid-Lothian.
†Cramond	3,041	7	18 Mar.	R. C. Bell	13, Hill Street, Edinburgh.
Cranston	846	5	5 Apr.	T. Hanton (*int.*)	White Hart Street, Dalkeith.
Crichton	810	5	4 „	J. Simpson	Pathhead, Ford, Dalkeith.
Currie	2,513	7	4 „	M. W. Scott	Currie, Mid-Lothian.
DALKEITH (Town)	6,753	7	15 Mar.	T. Sturrock	66, High Street, Dalkeith.
Dalkeith (Landward)	544	5	19 Apr.	C. B. Hutchison	Estates Office, Dalkeith Park, Dalkeith.
†Duddingston (Landward).	—	–	—	—	——
†EDINBURGH (City)	317,145	15	29 Mar.	J. Arnot	Castle Terrace, Edinburgh.
Fala and Soutra	319	5	15 Sept.*	J. Duncan	The Schoolhouse, Fala, Blackshiels, Mid-Lothian.
Glencorse	1,347	5	5 Apr.	C. H. Jones	Penicuik.
Heriot	417	5	17 „	W. Weir	Heriot, Mid-Lothian.
Inveresk (Landward)	2,939	7	28 Mar.	J. Richardson	183, High Street, Musselburgh.
Kirknewton and East Calder.	3,221	7	19 June	W. Dick	Parish Council Office, Kirknewton, Mid-Lothian.
Lasswade	9,708	7	5 Apr.	C. K. Brown	Eliza Bank, Loanhead, Mid-Lothian.
LEITH (Burgh)	77,439	13	9 „	R. Hardie	8, Links Place, Leith.
†Leith (Landward)	—	–	—	—	——
†Liberton	7,159	7	4 „	T. J. Cochrane	2, Abercromby Place, Edinburgh.
Mid-Calder	3,132	7	26 „	W. Brown (*int.*)	Mid-Calder.
MUSSELBURGH (Burgh)	11,711	7	15 Mar.	J. Richardson	183, High Street, Musselburgh.
Newbattle	3,754	5	15 Apr.	A. Spark	16, Dean Park, Newtongrange, Midlothian.

* Date of nomination by Board of Education, no election having taken place. Date originally fixed, 19th April.

† By Order of the Secretary for Scotland, dated 12th May, 1902, under § 51 of the Local Government (Scotland) Act, 1889, and § 46 of the Local Government (Scotland) Act, 1894, the School Board district of Edinburgh was extended to include the whole of the School Board districts of Duddingston, Portobello (Burgh) and Leith (Landward), and the parts of the parishes of Cramond and Liberton annexed to the City of Edinburgh under that Order.

Parish or Burgh.	Population in 1901.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
EDINBURGH—*cont.*			1873.		
Newton	1,028	5	22 Mar.	W. M. Mowat	Alpha Cottage, Millerhill, Midlothian.
Penicuik	5,097	7	29 „	C. H. Jones	Penicuik.
*PORTOBELLO (Burgh)	—	—	—	—	—
Ratho	1,946	5	14 Mar.	J. Anderson	42, Frederick Street, Edinburgh.
Stobhill	3,514	7	10 May	R. Stoddart	Gorebridge, Mid-Lothian.
Stow	1,560	7	9 „	P. J. Carruthers	Meadowbank, Stow, Mid-Lothian.
Temple	385	5	10 „	J. Low	Temple, Gorebridge, Mid-Lothian.
West Calder	8,092	7	3 Apr.	J. T. Mungle	West Calder, Mid-Lothian.
[21.] ELGIN OR MORAY.	*44,499*				
Alves	1,025	5	20 Mar.	C. G. Mackenzie	National Bank Buildings, Forres.
Bellie	1,801	5	14 Apr.	C. Gray	Fochabers.
Birnie	356	5	19 „	J. Wink	Elgin.
Cromdale	3,229	7	25 Mar.	R. C. Lobban	Carr Bridge, Inverness-shire.
Dallas	738	5	21 Apr.	C. G. Mackenzie	High Street, Forres.
Drainie	4,380	7	22 „	J. H. Glennie	Lossiemouth, Morayshire.
Duffus	4,065	7	9 „	J. S. George	Hopeman, Elginshire.
Dyke	1,049	5	29 Mar.	C. G. Mackenzie	High Street, Forres.
Edinkillie	869	5	26 Apr.	C. G. Mackenzie	High Street, Forres.
ELGIN (Burgh)	8,407	9	18 Mar.	C. G. Mackenzie and W. Grant E. D. Jameson	Bank House, Elgin.
Elgin (Landward)	3,153	5	14 Apr.	H. Stewart	Royal Bank Buildings, Elgin.
FORRES (Burgh)	4,313	7	28 Mar.	C. G. Mackenzie	High Street, Forres.
Forres (Landward)	928	5	29 Apr.	C. G. Mackenzie and W. Grant.	High Street, Forres.
Kinloss	929	5	3 May	C. G. Mackenzie	High Street, Forres.
Knockando	1,756	5	15 Apr.	H. Stewart	Royal Bank Buildings, Elgin.
New Spynie	661	5	17 „	R. B. Gordon	Elgin.
Rafford	934	5	12 „	C. G. Mackenzie and W. Grant	High Street, Forres.
Rothes	2,361	5	15 „	R. Cruickshank	Rothes, Morayshire.
†St. Andrews Lhanbryd	1,209	5	1 „	H. Stewart	Royal Bank Buildings, Elgin.
Speymouth	1,359	5	21 „	W. S. Murdoch	Garmouth, Morayshire.
Urquhart	977	5	6 May	H. Stewart	Royal Bank Buildings, Elgin.

* See † footnote on previous page.

† Cranloch Combination.—*W. Law, 87, High Street, Elgin.*

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
[69.] FIFE.	*218,840*		1873.		
Abdie	664	5	15 Mar.	A. L. Milne	Glenburnie, Newburgh, Fife.
Aberdour	1,997	5	18 Apr.	J. Russell	57, Hanover Street, Edinburgh.
Anstruther Easter	1,190	5	8 „	A. C. Mackintosh.	Anstruther.
Anstruther Wester	558	5	17 Mar.	D. Cook	Anstruther.
Auchterderran	3,068	5	28 „	R. Small	Lochgelly, Fife.
Auchtermuchty	1,884	7	15 Apr.	W. Oliphant	Bank of Scotland, Auchtermuchty, Fife.
Auchtertool	742	5	21 „	M. Nicol	Kirk Wynd, Kirkcaldy.
Ballingry	1,218	5	12 „	J. Henderson	Lochcraig, Lochgelly, Fife.
Balmerino	576	5	24 Mar.	W. Scott	Gauldry, Dundee.
Beath	15,812	9	7 Apr.	J. Ross	Dunfermline.
BURNTISLAND (Burgh)	4,846	7	29 Mar.	T. A. Wallace	Burntisland.
Burntisland (Landward).	753	5	15 Apr.	T. A. Wallace	Burntisland.
Cameron	538	5	4 „	W. Morton	Balcomie, Crail, Fife.
Carnbee	852	5	17 May	J. Guthrie	Anstruther.
Carnock	1,349	5	19 Apr.	W. Bald	National Bank, Dunfermline.
Ceres	1,450	5	5 „	J. Pearson	Ceres, Cupar, Fife.
Collessie	2,161	5	26 „	J. L. Anderson	Cupar, Fife.
Crail (including the *Island of May, pop.* 16).	1,534	5	29 Mar.	J. Guthrie	Anstruther.
Creich	297	5	17 „	G. J. Leslie	Luthrie, Cupar, Fife.
Culross (including Burgh).	1,120	5	17 Apr.	A. Fraser	Dunfermline.
Cults	581	5	2 „	J. Thoms (*int.*)	Lower Bunzion, Pitlessie, Ladybank.
CUPAR (Burgh)	4,511	7	21 Mar.	J. L. Anderson	Cupar, Fife.
Cupar (Landward)	887	5	8 Apr.	W. D. Patrick	County Buildings, Cupar, Fife.
Dairsie	464	5	19 „	V. F. Murray	U. F. C. Manse, Dairsie, Cupar, Fife.
Dalgety	1,133	5	10 Mar.	A. Burt	30, Queen Anne Street, Dunfermline.
Dunbog	323	5	22 „	J. Ballingall	Dunbog, Newburgh, Fife.
DUNFERMLINE (Burgh)	22,039	9	20 „	D. Gorrie	Dunfermline.
Dunfermline (Landward).	9,658	7	1 May	D. D. Blair	9, Viewfield Place, Dunfermline.
Dunino	359	5	10 Apr.	H. Waddell	Stravithie Mains, Stravithie, Fife.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	* Clerk.	Postal Address.
FIFE—*cont.*			1873.		
DYSART (Burgh) -	15,295	9	7 Apr.	D. Nicholson -	St. Brycedale Road, Kirkcaldy.
Elie (including Burgh of Earlsferry).	1,142	5	18 „	W. R. Ketchen	Elie, Fife.
Falkland - - -	2,231	7	10 „	J. Sherift -	Falkland, Fife.
Ferry-port-on-Craig -	3,445	7	15 Mar.	D. White -	Tayport, Fife.
Flisk - - - -	195	5	22 „	D. M. Dingwall.	Flisk, Newburgh, Fife.
Forgan - - -	4,720	7	12 Apr.	J. Allison -	61, Reform Street, Dundee.
Inverkeithing - -	3,468	7	18 „	R. Baxter -	Inverkeithing, Fife.
Kemback - - -	412	5	29 Mar.	Rev. J. Henry	Kemback Manse, Cupar, Fife.
Kennoway - - -	1,505	5	22 „	H. Normand -	Kennoway, Windygates, Fife.
Kettle - - -	1,759	7	21 „	A. Angus -	Kingskettle, Fife.
Kilconquhar - -	1,025	7	5 Apr.	C. G. Dawson -	Colinsburgh, Fife.
Kilmany - - -	502	5	24 Mar.	D. M. Rollo -	67, Crossgate, Cupar, Fife.
Kilrenny - - -	2,784	7	19 Apr.	C. H. Maxwell	Town Clerk's Office, Anstruther.
Kinghorn (including Burgh).	2,311	7	12 „	J. Wyllie -	Kinghorn, Fife.
Kinglassie - - -	1,478	5	17 Mar.	R. Small - -	1, Burgh Buildings, Lochgelly, Fife.
Kingsbarns - -	652	5	22 „	J. Guthrie -	Anstruther.
KIRKCALDY (Burgh) -	22,346	9	3 Apr. 1901.	A. Beveridge -	Kirkcaldy.
*Kirkcaldy and Dysart (Landward)	1,398	7	30 Nov. 1873.	W. M. Dow -	Kirkcaldy
Largo - - - -	1,895	5	26 Apr.	R. Black -	Lundin Links, Lower Largo, Fife.
Largoward - - -	901	5	24 May	T. Ireland, jun.	Largoward, St. Andrews, Fife.
Leslie - - - -	3,960	7	8 Mar.	W. Taylor -	Leslie, Fife.
Leuchars - - -	2,499	5	12 Apr.	W. S. Birrell -	Crossgate, Cupar, Fife.
Lochgelly - - -	8,496	7	14 „	R. Small - -	1, Burgh Buildings, Lochgelly, Fife.
Logie - - - -	285	5	5 Apr.	D. M. Rollo -	67, Crossgate, Cupar, Fife.
Markinch - - -	6,803	7	15 Mar.	W. Marshall -	Markinch.
Monimail - - -	720	5	26 Apr.	J. L. Anderson	Cupar, Fife.
Moonzie - - -	138	5	28 Mar.	J. Y. Douglas -	Public School, Moonzie, Cupar, Fife.
Newburgh - - -	1,780	7	27 „	J. Adamson -	Newburgh, Fife.
Newburn - - -	296	5	21 Apr.	F. R. Lumsden	Newburn, Lower Largo, Fife.

* New School Board District formed by Order of the Secretary for Scotland, dated 9th October, 1901, under § 51 of the Local Government (Scotland) Act, 1889, and § 46 of the Local Government (Scotland) Act, 1894, comprises the landward areas of the parishes of Kirkcaldy, Dysart and Abbotshall. Date of first election of School Board for Dysart (Landward), 21st April 1873 and for Kirkcaldy (Landward), 20th May, 1873.

Parish or Burgh.	Population in 1901.	No. of Members of School Board.	Date of First Election of School Board.	* Clerk.	Postal Address.
FIFE—*cont.*			1873.		
Pittenweem	1,911	5	25 Mar.	A. C. Mackintosh.	Town Clerk's Office, Pittenweem Fife.
ST. ANDREWS (Burgh)	7,621	7	29 „	H. Thomson	St. Andrews.
St. Andrews (Landward) and St. Leonards.	1,789	5	14 Apr.	C. S. Grace	St. Andrews.
St. Monance	2,007	5	17 May	D. Cook	Anstruther.
Saline	1,012	5	29 Mar.	J. Ross	Dunfermline.
Scoonie	6,342	7	22 „	C. J. Ogilvy	Leven, Fife.
Springfield	1,512	5	26 Apr.	A. Duncan	Springfield, Fife.
Strathmiglo	1,618	5	12 „	J. Peggie	Strathmiglo, Fife.
Torryburn	1,130	5	26 „	W. Bald	National Bank, Dunfermline.
Tulliallan	1,862	5	10 „	J. Simpson	High Street, Kincardine, Perthshire
Wemyss	15,031	9	15 Mar.	A. W. Taylor	East Wemyss, Fife.
[60.] FORFAR.	*284,082*				
Aberlemno	804	5	24 Mar.	J. S. Gordon	The Cross, Forfar.
Airlie	698	5	3 Apr.	J. Davidson	Kirriemuir.
Arbirlot	800	5	14 „	W. K. Macdonald.	Town Clerk's Office, Arbroath.
ARBROATH (Burgh)	22,398	9	28 Mar.	W. Alexander	62, High Street, Arbroath.
Arbroath and St. Vigeans (Landward).	2,279	7	24 „	J. M. McBain	Arbroath.
Auchterhouse	547	5	19 Apr.	A. Jamieson	Kirkton, Auchterhouse, Dundee.
Barry	4,652	7	12 „	D. Kidd	Rowan Cottage, Carnoustie Forfarshire.
BRECHIN (Burgh	8,941	7	22 Mar.	J. Craig	Swan Street, Brechin.
Brechin (Landward)	1,503	5	7 Apr.	A. Philip	11, Panmure Street, Brechin.
BROUGHTY FERRY (Town).	10,142	7	21 Mar.	E. Cowan	Royal Bank Buildings, High Street, Dundee.
Careston	221	5	9 May	J. Craig	Swan Street, Brechin.
Carmyllie	1,063	5	16 Apr.	J. Mackintosh	27, Commerce Street, Arbroath.
Cortachy and Clova	569	5	29 Mar.	J. Edwards	Bearfauld, Cortachy, Kirriemuir.
Craig	2,019	7	5 Apr.	D. C. Wills	Montrose.
Dun	526	5	29 Mar.	A. Middleton	186, High Street, Montrose.
DUNDEE (Burgh)	161,173	15	19 „	J. E. Williams	32, Castle Street, Dundee.
Dundee (Landward)	934	5	28 „	W. T. Currie	Dundee.
Dunnichen	1,132	5	5 Apr.	J. Young, jun.	Letham, Forfar.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
FORFAR—*cont.*			1873.		
Eassie and Nevay	474	5	12 Apr.	J. Robertson	Panmure Bank, Carnoustie, Forfarshire.
Edzell	822	5	21 Mar.	T. Adam	Inglis Memorial Hall, Edzell, Brechin.
Farnell	536	5	3 May	C. M. Denholm	Forebank House, Brechin.
Fern	322	5	15 Mar.	Rev. J. Fergusson.	The Manse, Fern, Brechin.
FORFAR (Burgh)	11,397	9	18 „	A. Hay	Forfar.
Forfar (Landward)	1,482	5	19 Apr.	D. Macintosh	Town House, Forfar.
Fowlis Easter	254	5	3 May	G. Colston	Fowlis Easter, Lochee, Dundee.
Friockheim	1,292	5	11 Apr.	A. Oliver	Brothock Bank House, Arbroath.
Glamis	1,351	5	3 „	J. A. Fisher	Royal Bank of Scotland, Glamis, Forfarshire.
Glenisla	669	5	12 „	A. Robertson	Holmiry, Glenisla, Alyth, Perthshire.
Guthrie	264	5	10 Mar.	J. Smith	Schoolhouse, Guthrie, Forfarshire.
Inverarity	823	5	17 Apr.	W. Gordon	52, East High Street, Forfar.
Inverkeilor	1,096	5	15 „	J. Sadler	Inverkeilor, Arbroath.
Kettins	704	5	12 „	R. Watson	Coupar Angus.
Kingoldrum	355	5	8 „	Rev. J. C. Jack	The Manse, Kingoldrum Kirriemuir.
Kinnell	574	5	7 „	A. Oliver	Brothock Bank House, Arbroath.
Kinnettles	323	5	27 Mar.	J. A. Fisher	Royal Bank of Scotland, Glamis, Forfarshire.
Kirkden	500	5	2 Apr.	R. Reid	North of Scotland Bank, Friockheim, Forfarshire.
Kirriemuir (including Town).	5,902	7	4 „	J. Wilkie	Bank Street, Kirriemuir.
Lethnot and Navar. *See Navar and Lethnot.*					
Lift, Benvie and Invergowrie.	1,834	5	19 Mar.	T. H. B. Rorie	31, Albert Square, Dundee.
Lintrathen	559	5	11 „	D. Annand	Inzion, Lintrathen, Kirriemuir.
Lochlee	326	5	27 „	A. Bowman	Tarfside, Brechin.
Logie Pert	982	5	19 Apr.	A. Middleton	186, High Street, Montrose.
Lunan	302	5	15 July	A. Wilson	Lunan, Arbroath.
Lundie	268	5	3 May	J. F. Forsyth	Easter Keith, Lundie, Dundee.
Mains and Strathmartine.	3,648	7	5 Apr.	W. L. Moncur	26, Castle Street, Dundee.
Maryton	278	5	10 Mar.	C. M. Denholm	Forebank House, Brechin.
Menmuir	704	5	22 „	A. Philip	11, Panmure Street, Brechin
Monifieth (excluding Broughty Ferry).	3,053	7	5 Apr.	D. Gowans	Monifieth, Dundee.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
FORFAR—*cont.*			1873.		
Monikie	1,299	5	17 Apr.	R. Steven	7, Ward Road, Dundee.
MONTROSE (Burgh)	12,427	9	15 Mar.	W. Ross	10, Castle Street, Montrose.
Montrose (Landward)	1,600	5	3 Apr.	J. R. Findlay	Montrose.
Murroes	1,041	5	10 „	H. A. Forsyth	Schoolhouse, Murroes, Dundee.
Navar and Lethnot	238	5	19 Mar.	Rev. F. Cruickshank.	Manse of Lethnot, Brechin.
Newtyle	818	5	19 Apr.	J. Jack	Newtyle, Coupar Angus.
Oathlaw	365	5	15 May	A. Hay	Forfar.
Panbride	1,885	5	28 Feb.	W. Cæsar	Lochty, Carnoustie, Forfarshire.
Rescobie	594	5	24 Mar.	J. S. Gordon	The Cross, Forfar.
Ruthven	169	5	29 „	Rev. J. G. McPherson.	The Manse, Ruthven, Meigle.
Stracathro	430	5	14 Apr.	Rev. R. Grant	Manse, Stracathro, Brechin.
Tannadice	1,106	5	24 „	A. MacHardy	Town Chamberlain's Office, Forfar.
Tealing	615	5	29 Mar.	P. M. McKenzie	School-house, Tealing, Dundee.
[26.] HADDINGTON.	*38,665*				
Aberlady	950	5	19 Apr.	A. Brook	Chambers, Bank of Scotland, Haddington.
Athelstaneford	635	5	22 Mar.	A. Hendrie	Haddington.
Bolton	298	5	22 „	J. C. Lusk	Bolton, Haddington.
Dirleton	1,810	5	1 Apr.	A. D. Wallace	North Berwick.
DUNBAR (Burgh)	3,581	7	13 Mar.	R. White	Dunbar.
Dunbar (Landward)	1,450	5	15 Apr.	J. D. Brooke	Dunbar.
Garvald	628	5	19 „	J. Boucher	Garvald, Prestonkirk.
Gladsmuir	1,481	5	29 Mar.	W. H. Ferme	Haddington.
HADDINGTON (Burgh)	3,993	7	15 Mar.	T. W. Todrick (*Clerk to combined Board of Haddington, B. and L.*)	Haddington.
Haddington (Landward).	1,133	7	24 „	J. Richardson	Haddington.
Humbie	720	5	15 Sept.*	J. Stuart	Humbie, Upper Keith, East Lothian.
Innerwick	782	5	12 Apr.	P. Purdie	Innerwick, East Lothian.
Morham	201	5	17 „	W. Graham	Schoolhouse, Morham, Haddington.

* Date of nomination by Board of Education, no election having taken place. Date originally fixed, 26th April.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address
HADDINGTON—*cont.*			1873.		
North Berwick (including Burgh).	3,649	7	12 Apr.	A. D. Wallace	East Road, North Berwick.
Oldhamstocks	429	5	29 Mar.	A. Grainger	Oldhamstocks, Cockburnspath, Berwickshire.
Ormiston	1,190	5	10 June	P. Cossar	Pencaitland, Haddingtonshire.
Pencaitland	1,112	5	29 Mar.	P. Cossar	Pencaitland, Haddingtonshire.
Prestonkirk	1,673	5	5 Apr.	A. E. Wright	National Bank, Prestonkirk.
Prestonpans	3,382	7	11 „	R. H. Hunter	Prestonpans, Haddingtonshire.
Salton	431	5	7 June	D. Logan	West Salton, Pencaitland, Haddingtonshire.
Spott	423	5	19 Apr.	R. Grieve	Spott, Dunbar.
Stenton	511	5	25 Mar.	J. Brown	Stenton, Prestonkirk.
Tranent	6,117	7	3 Apr.	J. Richardson	Musselburgh.
Whitekirk and Tyninghame.	835	5	15 Mar.	G. Ferguson	Tyninghame, Prestonkirk.
Whittinghame	521	5	12 Apr.	J. Hunter	Schoolhouse, Whittinghame, Prestonkirk.
Yester	730	5	21 „	P. B. Swinton	Gifford, Haddington.
[37.] INVERNESS.	*90,075*				
Abernethy and Kincardine.	1,279	5	16 Apr.	J. Grant	Royal Bank, Grantown.
Alvie	515	5	3 „	P. Wilkie, jun.	Kincraig Station, Inverness-shire.
Ardersier	1,594	5	25 Mar.	H. T. Donaldson	Nairn.
Arisaig and Moidart	1,079	5	*1895. 21 Mar.	A. Gibson	Arisaig, R.S.O, Inverness-shire.
Barra	2,545	5	1873. 18 Mar.	A. McElfrish	Procurator Fiscal's Office, Lochmaddy.
Boleskine and Abertarff	1,766	7	22 Apr.	W. W. Jack	Caledonian Bank, Fort Augustus, Inverness.
Bracadale	872	5	25 „	J. T. Mackenzie	Dunvegan, Skye.
Croy and Dalcross	1,149	5	7 „	H. Fraser	Bank Street, Inverness.
Daviot and Dunlichty	999	5	22 Mar.	J. S. Fraser	Queensgate Chambers, Inverness.
Dores	835	5	19 „	T. Fraser	Errogie, Inverness.
Duirinish	3,367	7	18 Apr.	J. T. Mackenzie	Dunvegan, Portree.
Duthill and Rothiemurchus.	1,995	5	23 „	J. Grant	Royal Bank, Grantown.
Glenelg	1,475	5	6 May	J. Macrae	Glenelg, Inverness-shire.
Glengarry	722	5	14 Mar.	C. Watt	Caledonian Bank, Ltd., Invergarry, Inverness-shire.

* Date is regulated by that for Ardnamurchan, viz., 18th June.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
INVERNESS—*cont.*			1873.		
Harris	5,271	7	13 Mar.	T. Wilson	Lochmaddy.
Insh	317	5	2 Apr.	D. MacDonald	Balchroick, Feshie Bridge, Kingussie.
INVERNESS (Burgh)	21,238	9	27 Mar.	R. Scott	42, Union Street, Inverness.
Inverness (Landward)	5,808	7	9 Apr.	J. S. Fraser	Queensgate Chambers, Inverness.
Kilmallie	3,797	7	9 „	D. McLeish	Parade House, Fort William.
Kilmonivaig	1,435	5	2 May	N. B. Mackenzie	British Linen Bank Buildings, Fort William.
*Kilmorack	2,007	7	31 Mar.	J. McKenzie	Bank of Scotland, Beauly.
Kilmuir	948	5	14 Apr.	Rev. Jas. Grant	Manse of Kilmuir, Portree.
Kiltarlity	1,919	7	14 „	D. Fraser	Bridgend Cottage, Beauly.
Kingussie	1,895	7	4 Mar.	L. Mackintosh	Kingussie.
Kirkhill	1,296	5	9 Apr.	S. Macdonald	Beauly.
Laggan	738	5	28 Mar.	F. Mackintosh	Laggan, Kingussie.
Moy and Dalarossie	761	5	27 „	J. Mackintosh	Queensgate, Inverness.
North Uist	3,891	7	3 Apr.	R. F. Matheson	Claddach Kirkibost, Lochmaddy.
Petty	1,291	5	22 Mar.	H. & J. S. Fraser (joint clerks).	18, High Street, Inverness.
Portree	2,781	7	8 Apr.	R. Macdonald	National Bank, Portree.
Sleat	1,665	5	1 May	R. Macdonald.	National Bank, Portree.
Small Isles	495	7	1 „	J. Campbell	Kildonan, Eigg, Oban.
Snizort	1,649	5	2 Apr.	R. Macdonald	National Bank, Portree.
South Uist	5,516	7	19 Mar.	A. McElfrish	Procurator Fiscal's Office, Lochmaddy.
Stenscholl	1,185	5	24 Apr.	J. MacKenzie	Estate Office, Uig, Portree.
Strath	2,152	7	28 Mar.	R. Macdonald	National Bank, Portree.
Urquhart and Glenmoriston.	1,828	7	1 Apr.	W. Mackintosh	Drumnadrochit, Inverness.
[19.] KINCARDINE.	*31,637*				
Arbuthnott	698	5	5 Apr.	J. Andrew	Bervie, Kincardineshire.
Banchory-Devenick	1,726	7	12 „	W. Littlejohn	48a, Union Street, Aberdeen.
Banchory-Ternan	3,449	7	5 „	J. Merson	High Street, Banchory, Kincardineshire.
Benholm	1,426	5	22 Mar.	W. Low	Johnshaven, Montrose.
Bervie (including Burgh).	2,523	5	20 „	J. Andrew	Bervie, Kincardineshire.

* Struy Combination.—*J. McKenzie, Bank of Scotland, Beauly.*

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
KINCARDINE—*cont.*			1873.		
Dunnottar (including part of Stonehaven).	2,533	5	15 Mar.	A. W. Kinnear	Stonehaven.
Durris	884	5	19 Apr.	G. Fyfe	Blairydrine, Durris Drumoak, Aberdeenshire.
Fettercairn	1,390	5	10 „	G. Neil	Fettercairn, Laurencekirk.
Fetteresso and Rickarton (united § 17) (including part of Stonehaven).	5,425	7	29 Mar.	J. B. Cunningham.	Stonehaven.
Fordoun	1,809	7	21 „	R. L. Crabb	Auchinblae, Kincardineshire.
Garvock	368	5	29 „	J. B. Greig	Laurencekirk.
Glenbervie	854	5	29 „	J. J. Wallace	Mill of Glenbervie, Drumlithie, Kincardineshire.
Kinneff and Catterline	899	5	25 „	A. Watt	Hilton, Stonehaven.
Laurencekirk	2,011	7	22 „	J W. Lawson	Laurencekirk.
Maryculter	951	5	29 „	G. Falconer	63, Union Street, Aberdeen.
Marykirk	1,209	5	29 „	J. Scott	Marykirk, Kincardineshire.
Nigg	1,528	5	5 Apr.	D. M. Walker	208, Market Street, Aberdeen.
St. Cyrus	1,228	5	29 Mar.	J. R. Findlay	Montrose.
Strachan	626	5	19 Apr.	J. Rust	Bowbuts, Strachan, Banchory, Kincardineshire.
[5.] KINROSS.	*6,664*				
Cleish	631	5	11 Apr.	R. Shorthouse	Kelty Bridge, Blairadam, Kinross-shire.
Fossoway and Tullibole.	729	5	1 „	J. Wilson	Solicitor, Kinross.
Kinross	2,655	5	18 Mar.	W. K. Falconer	Kinross.
Orwell	1,822	5	28 „	J. Watson	Milnathort, Kinross-shire.
Portmoak	827	5	19 Apr.	W. Glass	West Balgedie, Kinross.
[30.] KIRKCUDBRIGHT.	*39,511*				
Anwoth	651	5	12 Mar.	R. S. Glover	Bank of Scotland, Gatehouse, Kirkcudbrightshire.
Balmaclellan	546	5	27 „	P. Gifford	Castle Douglas.
*Balmaghie	802	5	27 „	J. Dunn	Castle Douglas.
Bargrennan	323	5	5 May	A. Wylie, jun.	Doonhill, Newton Stewart.
Borgue	1,045	5	22 Mar.	D. Rogerson	Borgue Village, Kirkcudbright.
Buittle	879	5	3 „	J. E. Milligan	Town Hall Buildings, Dalbeattie.

* Kells and Balmaghie.—Mossdale Combination.—*R. Galloway, New Galloway Station, Kirkcudbrightshire.*

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
KIRKCUDBRIGHT—*cont.*			1873.		
Carsphairn	351	5	21 Mar.	J. S. McCulloch	Carsphairn, Dalry, Kirkcudbrightshire.
Colvend and Southwick	1,171	5	20 „	J. K. McLelland.	The Schoolhouse, Colvend, Dalbeattie.
Corsock	460	5	19 Apr.	J. Ewing	Millbrae, Corsock, Dalbeattie.
Crossmichael	1,231	5	8 Mar.	W. Gillespie	Castle Douglas.
Dalry	826	5	15 Apr.	Rev. N. Buchanan.	Dalry, Kirkcudbrightshire.
Girthon	1,209	5	13 Mar.	W. Cairns	Gatehouse, Kirkcudbrightshire.
Irongray	701	5	5 Apr.	R. Adamson	93, Irish Street, Dumfries.
*Kells	878	5	5 „	R. Johnstone	New Galloway, Kirkcudbrightshire.
Kelton	3,734	7	11 Mar.	J. Dunn	Castle Douglas.
Kirkbean	685	5	26 Apr.	Rev. P. W. Mackenzie.	Kirkbean, Dumfries.
Kirkcudbright (including Burgh).	3,309	9	28 Mar.	A. Cavan	Kirkcudbright.
Kirkgunzeon	527	5	22 „	J. Little	Dalbeattie.
Kirkmabreck	1,859	5	12 Apr.	R. Carson	Newton Stewart.
Kirkpatrick-Durham	818	5	29 Mar.	Miss M. Bell	Kirkpatrick-Durham, Dalbeattie.
Lochrutton	497	5	12 Apr.	J. Geddes	8, English Street, Dumfries.
Minnigaff	1,114	5	14 May	R. Carson	Newton Stewart.
New Abbey	957	5	15 Mar.	J. Henderson	Dumfries.
Parton	382	5	1 Apr.	W. Gillespie	Castle Douglas.
Rerrick	1,356	5	27 Mar.	J. Matthews	Castle Douglas.
Terregles	454	5	12 Apr.	J. Johnston	Waterside, Terregles, Dumfries.
Tongland	693	5	22 Mar.	W. Nicholson	Justice of Peace Clerk's Office, Kirkcudbright.
Troqueer	6,599	7	29 „	A. Dobie & R. Barbour (joint clerks)	Maxwelltown, Dumfries.
Twynholm	718	5	5 Apr.	P. Gifford	Castle Douglas.
Urr	4,736	7	28 Feb.	J. Little	Dalbeattie.
[50.] LANARK.	*1,314,870*				
AIRDRIE (Burgh)	19,842	9	3 Apr.	G. B. Motherwell.	10, Bank Street, Airdrie.
Avondale	5,773	9	22 May	J. Barrie	Strathaven, Lanarkshire
Barony (added to Springburn).	—	—	—	—	—
Biggar	1,897	5	25 Apr.	A. Russell	Howieson Buildings, Biggar.

* Kells and Balmaghie.—Mossdale Combination.—*R. Galloway, New Galloway Station, Kirkcudbrightshire.*

Parish or Burgh	Population in 1901.	No of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
LANARK—*cont.*			1873.		
Blantyre	14,145	9	8 Mar.	J. Brown	Kirkland Place, High Blantyre, Glasgow.
Bothwell	45,905	9	4 Apr.	R. Kerr	50, Cadzow Street, Hamilton.
*Cadder	10,474	7	4 „	J. Hurll	142, St. Vincent Street, Glasgow.
Calderhead	6,641	7	10 „	D. Wellwood	Mossbank Cottage, Shotts, Lanarkshire.
Cambuslang	20,211	9	10 „	R. Duncan	Bushyhill Road, Cambuslang, Glasgow.
Cambusnethan	25,878	9	10 „	J. Burgess	Wishaw.
Carluke	8,966	7	26 Mar.	J. Barr	British Linen Co. Bank, Carluke.
Carmichael	1,198	5	14 Apr.	Rev. J. D. W. Gibson	Carmichael Manse, Thankerton, Lanarkshire.
†Carmunnock	1,449	5	13 Mar.	W. Fleming	Windlaw, Carmunnock, Glasgow.
Carnwath	5,837	7	25 Apr.	T. Smith	Carnwath, Lanarkshire.
Carstairs	1,893	5	5 „	G. H. Harrison	Carstairs, Lanark.
Clarkston	9,889	7	7 „	A. Richmond	8, East High Street, Airdrie.
Covington and Thankerton.	314	5	12 „	J. F. Shirley	Commercial Bank, Lanark.
Crawford	715	5	21 Mar.	E. Kerr	Hawthorne Cottage, Abington, Lanarkshire.
Crawfordjohn	694	5	19 „	J. A. Renton	Crawfordjohn, Abington, Lanarkshire.
Culter	392	5	31 „	J. Walker	The Schoolhouse, Culter, Biggar.
Dalserf	4,088	5	14 Apr.	A. Duncan	Dalserf, Netherburn, Lanarkshire.
Dalziel	37,257	9	15 Mar.	W. R. Barbour	Motherwell.
Dolphinton	250	5	29 „	K. Mackenzie	Dolphinton House, Dolphinton, Peeblesshire.
Douglas	2,123	7	12 Apr.	A. Hutchison	Main Street, Douglas, Lanarkshire.
Douglas Water (School District § 17, parts of Douglas and Carmichael, erected 1898).	274	5	1898. 12 Nov.	R. McKinnell	Commercial Bank of Scotland, Ltd., Douglas, Lanarkshire.
Dunsyre	200	5	1873. 29 Apr.	J. Haddow	Dunsyre, Carstairs Junction R.S.O. Lanarkshire.
East Kilbride	3,181	7	4 „	W. B. Crawford.	104, West Regent Street, Glasgow.
GLASGOW (Burgh)	623,463	15	25 Mar.	G. W. Alexander. J. Stewart (*Deputy.*)	129, Bath Street, Glasgow.
Glassford	1,321	5	5 Apr.	J. Hunter	Chapelton, Hamilton.
Govan	208,053	15	10 „	J. A. Craigie, LL.D.	151, Bath Street, Glasgow.
HAMILTON (Burgh)	20,932	9	25 Mar.	P. Keith	Hamilton.

* Lenzie Combination. *See* Kirkintilloch (Dumbarton).
† Busby Combination, *J. Carswell, Victoria Crescent, Clarkston, Busby, Glasgow.*

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
LANARK—*cont.*			1873.		
Hamilton (Landward)	19,440	9	18 Apr.	R. Kerr - -	50, Cadzow Street, Hamilton.
LANARK (Burgh) -	5,084	7	12 Mar.	J. F. Shirley -	Lanark.
Lanark (Landward) -	3,019	7	31 „	J. F. Shirley -	Lanark.
Larkhall - - -	12,034	7	17 Apr.	W. Cunningham	Larkhall, Lanarkshire.
Leadhills - - -	912	5	25 June	G. Menzies -	Tounfoot, Leadhills, Abington, Lanarkshire.
Lesmahagow - -	10,954	7	12 Apr.	J. N. Gilmore	Lesmahagow, Lanarkshire.
Libberton - - -	432	5	19 „	Rev. J. Picken	Manse of Libberton, Carnwath, Lanarkshire.
Maryhill - - -	48,130	11	22 „	W. B. Gemmel	196, St. Vincent Street, Glasgow.
New Monkland - -	8,194	7	29 Mar.	G. B. Motherwell.	10, Bank Street, Airdrie.
Old Monkland - -	53,248	11	11 Apr.	W. J. Andrew	Municipal Buildings, Coatbridge.
Pettinain - - -	271	5	15 „	J. Paterson -	Grange Hall, Thankerton, Lanarkshire.
*Rutherglen (including Burgh).	21,011	9	1885. 17 Apr.	A. Macallan -	Rutherglen, Glasgow.
Shettleston - -	22,065	9	1873. 6 May	J. Watson -	24, St. Vincent Place, Glasgow.
Shotts - - -	10,297	7	3 Apr.	J. Hutton -	Shotts, Lanarkshire.
Springburn (including Barony).	11,354		25 Mar.	J. Stewart -	4, Parliamentary Road, Glasgow.
†Stonehouse - -	3,665	7	8 Apr.	A. Anderson -	Stonehouse, Lanarkshire.
Symington - - -	388	5	19 „	J. L. Spence -	Symington, Biggar.
Walston - - -	283	5	29 „	D. H. Ash -	Schoolhouse, Walston, Biggar.
Wandell and Lamington	362	5	28 Mar.	D. S. Melville -	Schoolhouse, Lamington, Lanarkshire.
Wiston and Roberton	412	5	26 „	J. Jamieson - (*Int.*)	37, Scotts Street, Annan.
[12.] LINLITHGOW.	*66,443*				
Abercorn - - -	866	5	5 June	R. Amos - -	Philipstoun, Linlithgowshire.
BATHGATE (Town) -	6,786	7	12 Apr.	J. Gardner	Bathgate.
Bathgate (Landward)	7,219	7	1 „	A. P. Simpson	Bloomfield House, Bathgate.
‡Borrowstounness and Carriden.	11,473	9	18 Mar.	R. J. Jamieson A. S. Jamieson (*Deputy*).	Bo'ness, Linlithgowshire.
Dalmeny - - -	4,080	7	22 „	J. Gillespie -	The Bank, South Queensferry.

* Rutherglen Burgh merged in Parish, § 19, from and after election of 1885.
† Sandford Combination, *R. McCowan, Bank of Scotland, Strathaven, Lanarkshire.*
‡ United under § 51 of Local Government (Scotland) Act, 1889, and § 46 of Local Government (Scotland) Act, 1894. Date of first election of Borrowstounness was 18 Mar. and of Carriden 5 April.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
LINLITHGOW—*cont.*			1873.		
Ecclesmachan	681	5	20 Mar.	J. Shepherd	The Manse, Ecclesmachan, Uphall, Linlithgowshire.
Kirkliston	3,904	7	6 June	W. O. Grieve	Kirkliston, Linlithgowshire.
*Linlithgow (including Burgh).	8,076	7	12 Apr.	J. Russell	Linlithgow.
Livingstone	2,764	5	4 „	W. Forsyth	Blackburn, Bathgate.
Torphichen	3,225	5	15 „	J. Gardner	28, Mid Street, Bathgate.
Uphall	10,535	7	29 Mar.	R. C. Wilson	Clifton Buildings, Broxburn, Linlithgowshire.
Whitburn	6,835	7	22 „	D. J. Mitchell	Parochial Board Office, Whitburn, Linlithgowshire.
[5.] NAIRN.	*8,721*				
Ardclach	772	5	16 Apr.	W. Murdoch	4, Bridge Street, Nairn.
Auldearn	1,292	5	7 May	A. J. Mackintosh.	Auldearn, Nairn.
Cawdor	925	5	2 Apr.	A. J. Macdonald	Cawdor Estate Office, Nairn.
NAIRN (Burgh)	4,327	7	29 Mar.	H. T. Donaldson.	Nairn.
Nairn (Landward)	1,405	5	15 Apr.	A. Robertson	County Buildings, Nairn.
[20.] ORKNEY.	*28,699*				
†Cross and Burness (including North Ronaldshay).	1,451	7	10 Oct.‡	W. Muir (*Clerk to the combined Board*)	Templehall, Sanday, Kirkwall.
§Eday	643	5	19 Mar.	D. Sinclair	Sandhill, Eday, Kirkwall.
Evie and Rendall	1,084	5	9 Apr.	J. Sinclair	Upper Quoys, Evie, Kirkwall.
Firth and Stenness	1,270	5	21 Mar.	W. Sinclair	Finstown, Kirkwall.
Harray and Birsay	2,136	7	19 „	T. Brown	Hundland, Birsay, Stromness, Orkney.
Holm	818	5	8 Apr.	J. Sinclair	Holm, St. Mary's Holm, Kirkwall.
Hoy and Graemsay	485	5	22 „	G. Ritch	Graemsay, Stromness, Orkney.
KIRKWALL (Burgh)	3,711	7	7 Mar.	J. Begg	27, Bridge Street, Kirkwall.
Kirkwall (Landward) and St. Ola	811	5	28 „	T. H. Liddle	Town Hall Buildings, Kirkwall.
†Lady	718	5	21 „	W. Muir	Templehall, Sanday, Kirkwall.
North Ronaldshay (part of Cross and Burness)	—	—	—	——	——

* Linlithgow Burgh merged in Parish, under § 19, from and after election of 1900.

† School Boards of Cross and Burness (including North Ronaldshay) and Lady combined (§ 42) for all school purposes under the Act.

‡ Date of nomination by Board of Education. Election, which took place on 2nd April, declared void by Sheriff.

§ Disjoined from Stronsay and Eday under § 51 of Local Government (Scotland) Act, 1889, and § 46 of Local Government (Scotland) Act, 1894.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
ORKNEY—*cont.*			1873.		
Orphir	877	5	7 Apr.	W. Inkster	Quoyclerks, Orphir, Kirkwall.
Rousay and Egilshay	829	5	8 „	J. G. Craigie	Wasbister, Rousay, Kirkwall.
St. Andrews & Deerness	1,479	5	16 „	W. P. Drever	Kirkwall.
Sandwick	939	5	19 Mar.	W. Smith	Newark, Sandwick, Stromness, Orkney.
Shapansey	769	5	18 Feb.	W. Robertson	Balfour, Kirkwall.
South Ronaldshay and Burray.	2,707	7	11 Apr.	R. Cromarty	St. Margaret's Hope, Orkney.
Stromness	3,180	5	7 Mar.	J. A. S. Brown	Stromness, Orkney.
*Stronsay	1,184	5	19 „	R. Miller	Coweshouse, Stronsay, Kirkwall.
Walls and Flotta	1,357	7	25 „	R. Malcolmson	Longhope, Stromness, Orkney.
Westray and Papa Westray.	2,251	5	28 „	T. Hewison	Meadowbank, Westray, Kirkwall.
[14.] PEEBLES.	*15,034*				
Drumelzier	194	5	19 Apr.	T. S. Glover	Drumelzier, Biggar.
Eddleston	535	5	29 Mar.	C. Gillespie	Eddleston, Peeblesshire.
Innerleithen	3,627	7	29 „	W. W. Thomson	Bank of Scotland, Innerleithen, Peeblesshire.
Kilbucho, Broughton and Glenholm.	862	5	22 Apr.	D. Tudhope	16, Spottiswoode Street, Edinburgh.
Kirkurd	293	5	14 May	J. Runciman	Kirkurd, Dolphinton, Peeblesshire.
Lyne	98	5	9 Apr.	D. Macpherson	Bank of Scotland, Peebles.
Manor	257	5	29 Mar.	D. Macpherson	Bank of Scotland, Peebles.
Newlands	564	5	3 May	W. Gordon	Solicitor, Peebles.
Peebles (including Burgh).	5,810	7	19 Apr.	W. Lyon	Bank of Scotland, Peebles.
Skirling	230	5	13 May	D. S. Moncrieff	Skirling, Biggar.
Stobo	401	5	14 Mar.	A. Jervis	The Schoolhouse, Stobo, Peeblesshire.
Traquair	618	5	22 „	W. Stobie	Innerleithen, Peeblesshire.
Tweedsmuir	435	5	1 Apr.	J. Yellowlees	Tweedsmuir, Biggar.
West Linton	1,110	5	3 May	Rev. W. W. Aitken	Maryville, Musselburgh.
[79.] PERTH.	*123,991*				
Aberdalgie	278	5	3 Apr.	Condie, Mackenzie & Co.	Perth.
Aberfoyle	1,016	5	15 „	W. Houston	Quarry Office, Aberfoyle, Perthshire.
Abernethy	1,276	5	19 Mar.	J. McKinlay	Parish Council Office, Newburgh, Fife.

* *See* § footnote on previous page.

Parish or Burgh.	Population in 1901.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
PERTH—*cont.*			1873.		
Abernyte	241	5	15 Apr.	Rev. W. L. Milroy	Abernyte Manse, Inchture, Perthshire.
Alyth (including Town)	2,943	7	28 „	D. S. Kidd	6, Airlie Street, Alyth, Perthshire.
Amulree	366	5	27 Mar.	J. Fergusson	Bank of Scotland, Aberfeldy.
Ardoch	916	5	7 Apr.	W. M. Jeffray	Solicitor, Dunblane.
Arngask	593	5	17 „	J. Melville	Smiddyhill, Glenfarg, Perthshire.
Auchterarder (including Town).	3,159	7	10 „	J. Hill	Auchterarder.
Auchtergaven	2,018	5	8 „	P. Brough	Bankfoot, Stanley, Perthshire.
Balquhidder	709	5	24 „	W. Thomson	Bank of Scotland, Callander, Perthshire.
Bendochy	473	5	29 Mar.	J. B. Miller	Blairgowrie.
Blackford	1,539	5	5 Apr.	J. Hill	Auchterarder.
Blair Athol	1,533	5	9 „	A. Stewart	Union Bank, Blair Athol.
Blairgowrie (including Town).	4,282	7	15 Mar.	R. R. Black	Bank Street, Blairgowrie.
Blairingone	445	5	12 Apr.	J. Bleloch	Wellhall, Dollar, Clackmannanshire.
Callander	1,887	5	25 Mar.	W. Thomson	Callander, Perthshire.
Caputh	1,005	5	10 Apr.	R. Miller	Caputh, Dunkeld.
Cargill	1,411	5	25 Mar.	W. Duncan	Burrelton, Coupar Angus.
Clunie	561	5	28 Apr.	R. Robertson	Solicitor, Blairgowrie.
Collace	440	5	24 Mar.	J. Fergusson	Bandirran, Perth.
Comrie	2,022	5	16 Apr.	P. Brough	Comrie, Perthshire.
Coupar Angus	2,468	7	29 Mar.	T. Saunders	Calton Street, Coupar Angus.
Crieff (including Town)	5,706	7	1 May	M. Finlayson	Crieff.
Dron	232	5	15 Mar.	Condie, Mackenzie and Co.	Perth.
Dull	2,269	5	14 Apr.	D. Macdiarmid	Bank of Scotland, Aberfeldy.
Dunbarney	909	5	22 Mar.	J. Paul	Murray Place, Bridge of Earn Perthshire.
Dunblane and Lecropt	3,812	7	21 „	A. B. Barty	Glenacres, Dunblane.
Dunkeld and Dowally (School district comprising Dunkeld and Dowally).	1,201	5	1890. 12 July	R. McGillewie	Dunkeld.
Dunning	1,141	5	1873. 26 Mar.	W. Henderson, junr.	Dunning, Perthshire.
Errol	2,070	7	6 „	W. Goodall	Union Bank of Scotland, Errol, Perthshire.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
PERTH—*cont.*			1873.		
Findo Gask	323	5	12 Apr.	W. Henderson	Haughend, Dunning, Perthshire.
Forgandenny	527	5	29 Mar.	J. S. MacKay	Horselea, Forgandenny, Perthshire.
Forteviot	562	5	5 Apr.	G. Miller	Cairnie, Forteviot, Perth.
Fortingall	465	5	27 Mar.	C. W. Macdougall	Union Bank House, Aberfeldy.
Fowlis Wester	975	5	18 „	M. Finlayson	Crieff.
Gartmore	683	5	5 Apr.	R. Thomson	Gartmore, Gartmore Station, Stirlingshire.
Glendevon	147	5	26 „	W. N. Russell	The Schoolhouse, Glendevon, Dollar, Clackmannanshire.
Inchture	552	5	8 Mar.	L. Melville	61, Reform Street, Dundee.
Innerwick (Glenlyon)	312	5	14 „	D. P. Webster (*int.*)	School House, Innerwick, Glenlyon, Aberfeldy.
Kenmore	1,260	5	17 Apr.	C. Munro	Union Bank House, Aberfeldy.
Killin	1,423	5	16 „	P. Stewart, J.P.	Killin, Perthshire.
Kilmadock	2,705	7	28 Mar.	J. A. McLean	Doune, Perthshire.
Kilspindie	568	5	17 „	Condie, Mackenzie and Co.	Perth.
Kincardine	1,209	5	12 Apr.	W. Forrester	Thornhill, Kippen Station, Stirlingshire.
Kinclaven	637	5	8 „	Rev. H. K. Reekie	Kinclaven Manse, Stanley, Perthshire.
Kinfauns	611	5	5 Mar.	Condie, Mackenzie and Co.	Perth.
Kinloch-Rannoch	807	5	28 Apr.	D. Macdiarmid	Bank of Scotland, Aberfeldy.
Kinnaird	217	5	19 Mar.	Condie, Mackenzie and Co.	Perth.
Kinnoull	407	5	29 „	W. J. Wood	Royal Bank Buildings, Kinnoull Street, Perth.
Kirkmichael	671	5	26 Apr.	J. Mackenzie	Kirkmichael, Blairgowrie.
Lethendy and Kinloch	351	5	19 „	J. Arnott	Kinloch, Blairgowrie.
Little Dunkeld	1,952	5	20 Mar.	J. A. Harris	Birnam, Perthshire.
Logiealmond	567	5	3 Apr.	J. Stalker	Schoolhouse, Logiealmond, Perth.
Logierait	1,676	5	5 May	W. A. MacIntosh.	Logierait, Ballinluig, Perthshire.
Longforgan	1,886	5	26 Mar.	D. M. Boyd (*int.*)	Parish Council Offices, Longforgan, Dundee.
Maderty	443	5	26 „	M. Finlayson	Crieff.
Meigle	959	5	5 Apr.	T. Morrison	Meigle.
Methven	1,699	5	4 Mar.	R. D. Stewart	Mansion Nook, Methven, Perth.
Moneydie	251	5	17 „	J. Gow	Schoolhouse, Moneydie, Perth.
Monzievaird & Strowan	518	5	5 Apr.	A. Hill	Monzievaird, Crieff.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
PERTH—*cont.*			1873.		
Moulin	2,350	5	26 Apr.	H. Mitchell	Pitlochry.
Muckart	469	5	29 Mar.	D. M. Hall	Muckart, Dollar, Clackmannanshire.
Muthill	1,383	5	5 Apr.	M. Finlayson	Crieff.
Persie	513	5	5 „	J. B. Miller	Blairgowrie.
PERTH (Burgh)	32,873	9	5 „	P. Martin	Tay Street, Perth.
Perth, East Parish (Landward).	308	5	21 May	R. Matheson	British Linen Bank House, Perth.
Port of Monteith	643	5	5 Apr.	A. Cross	Claymires, Port of Monteith Station, Stirlingshire.
Rattray	2,462	7	12 „	J. B. Miller	Blairgowrie.
Redgorton	1,439	5	5 „	A. L. Smith	Cambridge House, Stanley, Perthshire.
Rhynd	183	5	29 Mar.	Condie, Mackenzie & Co.	Perth.
St. Madoes	336	5	10 „	W. Goodall	Union Bank of Scotland, Errol, Perthshire.
St. Martins	850	5	5 Apr.	R. H. Miller	69, George Street, Perth.
Scone	2,362	5	5 „	B. Mackenzie	Stormont House, Scone, Perthshire.
Tenandry	355	5	29 „	J. Marshall	Tenandry, Pitlochry.
Tibbermore *	1,943	5	15 „	R. Jack	Tibbermore, Perth.
Trinity Gask	381	5	23 „	M. Finlayson	Crieff.
Trossachs	351	5	29 Mar.	P. Buchanan	Callander, Perthshire.
Weem	406	5	24 Apr.	J.P.MacAlpine	Central Schoolhouse, Weem, Aberfeldy.
[23.] RENFREW.	*294,593*				
*Cathcart	28,358	9	12 Apr.	W. B. Crawford	104, West Regent Street, Glasgow.
Eaglesham	1,075	5	25 Mar.	W. Browning	Eaglesham, Glasgow.
Eastwood	18,673	9	28 Feb.	R. Guy	120, WestRegent Street, Glasgow.
Erskine	1,519	5	1 Mar.	R. & T. Russell	7, High Street, Paisley.
Gourock	6,356	7	20 „	G. Dunlop	9, Kempock Street, Gourock.
GREENOCK (Burgh)	65,497	11	5 Apr.	A. F. Niven	Municipal Buildings, Wallace Place, Greenock.
Greenock East Parish (Landward) (including Port Glasgow, Landward).	2,273	5	9 May	G. Murray	2, Argyle Street, Greenock.
Greenock, West Parish (Landward).	295	5	8 „	W. McClure, jun.	Mansion House, Greenock.
Houston and Killallan	2,041	5	22 Mar.	W. King	142, West George Street Glasgow.

* Busby Combination. *See* Carmunnock (Lanark).

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
RENFREW—*cont.*			1873.		
Inchinnan	573	5	12 Apr.	J. C. Crawford	The Schoolhouse, Inchinnan, Renfrew, Renfrewshire.
Inverkip	785	5	31 Mar.	G. Dunlop	2, Church Place, Greenock.
Kilbarchan	7,226	7	5 Apr.	J. McN. Porteous.	Kilbarchan, Johnstone.
Kilmacolm	4,869	7	5 „	J. C. Huie	Royal Bank, Kilmacolm, Renfrewshire.
Levern	3,021	5	29 Mar.	R. S. Stewart	Barrhead, Glasgow.
Lochwinnoch	4,402	7	26 Apr.	W. Logan	Lochwinnoch, Renfrewshire.
*Mearns	3,409	7	24 Mar.	J. Wright	Mearns, Glasgow.
Neilston	13,716	9	3 May	Watson & Fife	Bank of Scotland, Barrhead, Glasgow.
PAISLEY (Burgh)	79,363	13	23 Apr.	MacRobert and Hutchison.	13, St. James Place, Paisley.
Paisley (Landward)	17,742	9	9 May	J. B. Stirling	28, High Street, Johnstone.
PORT GLASGOW (Burgh)	16,857	9	25 Mar.	J. Hood J. H. Ross (*Deputy*).	Clydesdale Bank Buildings, Port Glasgow.
Port Glasgow (Landward) united to East Parish, Greenock.	—	—	—	—	—
RENFREW (Burgh)	6,802	7	12 Apr.	T. Anderson	Board Room, Blythswood Testimonial School, Renfrew.
Renfrew (Landward)	8,340	7	10 May	J. R. Parker	76, Fulbar Street, Renfrew.
Skelmorlie	1,401	5	28 Mar.	J. Fleck	Largs, Ayrshire.
[35.] ROSS AND CROMARTY.	*76,450*				
Alness	956	5	24 Mar.	F. W. Macdonald.	Teaninich, Alness, Ross-shire.
Applecross	1,615	5	13 May	J. Grant	Shieldaig, Lochcarron, Ross-shire.
Avoch	1,852	5	7 „	R. J. Gillanders.	Fortrose, Ross-shire.
Barvas	6,736	7	26 Mar.	J. MacDonald	Stornoway.
Carnoch	235	5	26 Apr.	W. Mackenzie	Dingwall.
Contin	516	5	15 Mar.	G. Maclennan	Achnasoul, Muir of Ord, Ross-shire.
Cromarty (including Burgh).	1,848	5	12 „	A. H. Mackenzie.	Cromarty.
Dingwall (including Burgh).	2,758	7	9 Apr.	A. Ross	Dingwall.
Edderton	577	5	15 Sept.†	J. Stephen	Glenmorangie, Tain.
Fearn	1,761	5	25 Mar.	A. Wallace	Tullich, Fearn, Ross-shire.
Fodderty	1,787	5	3 Apr.	C. Fraser	Westpark Cottage, Strathpeffer, Ross-shire.

* Busby Combination. *See* Carmunnock (Lanark).

† Date of nomination by Board of Education. Election, which took place on the 21st March, declared void by Sheriff.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
ROSS AND CROMARTY —*cont.*			1873.		
Fortrose (included in Rosemarkie).	—	—	—	—	—
Gairloch	3,797	9	20 Mar.	W. B. Macrae	Poolewe, Ross-shire.
Glenshiel	343	5	5 May	W. M. Strachan	Fernfield, Strome Ferry.
Killearnan	933	5	19 Apr.	G. Maclennan	Achnasoul, Muir of Ord, Ross-shire.
Kilmuir Easter	985	5	27 Mar.	D. Chisholm	Lonevine, Delny, Ross-shire.
Kiltearn	1,258	5	11 Apr.	G. S. M. Mackintosh	Dingwall.
Kincardine	1,265	7	8 „	J. M. Ross	Ardgay.
Kinloch-luichart	589	5	8 „	G. Maclennan	Achnasoul, Muir of Ord, Ross-shire.
Kintail	491	5	14 „	W. M. Strachan	Fernfield, Strome Ferry.
Knockbain	1,504	5	2 „	D. Stuart	Balnakyle, Munlochy, Ross-shire.
Lochalsh	1,830	5	12 „	C. McRae	14, Bank Street, Plockton, Ross-shire.
Lochbroom	3,207	9	22 „	D. S. Ross	Ullapool, Ross-shire.
Lochcarron	1,442	5	15 „	A. Campbell	Lochcarron, Ross-shire.
Lochs	4,733	7	28 Mar.	J. MacDonald	Stornoway.
Logie Easter	819	5	14 Apr.	M. Macrae	Parkhill, R.S.O., Ross-shire.
Nigg	892	5	12 „	J. Sandison	Invergordon, Ross-shire.
Resolis	1,036	5	14 Mar.	E. Scott	Newmills Cottage, Resolis, Invergordon.
Rosemarkie (including Fortrose).	1,465	5	7 Apr.	J. Henderson	Fortrose, Ross-shire.
Rosskeen	3,460	7	26 Mar.	W. George	High Street, Invergordon, Ross-shire.
Stornoway (including Town).	12,983	7	3 Apr.	W. J. Clarke	County Buildings, Stornoway.
Tain (including Burgh)	2,756	7	10 „	J. Stephen	Morangie, Tain.
Tarbat	1,358	5	20 May	J. Ross	Meikle Tarrel, Fearn, Ross-shire.
Uig	4,497	7	31 Mar.	J. MacDonald	Stornoway.
Urquhart and Logie Wester.	2,102	7	13 „	A. MacDonald	Conon Bridge, Ross-shire.
Urray	2,064	5	26 Apr.	D. Maclean	Fairburn Muir, Muir of Ord, Ross-shire.
[32.] ROXBURGH.	*48,500*				
Ancrum	973	5	5 Apr.	T. Kennedy	Ancrum, Roxburghshire.
Bedrule	206	5	22 Mar.	Rev. J. Stevenson.	The Manse, Bedrule, Jedburgh.
Bowden	660	5	20 „	R. Dunn	Melrose.

Parish or Burgh.	Population in 1901.	No. of Members of School Board.	Date of First Election of School Board.	Clerk.	Postal Address.
ROXBURGH—*cont.*			1873.		
Castleton	1,872	5	15 Apr.	J. B. Johnstone	New Castleton, Roxburghshire.
Cavers	1,250	7	1876. 22 Apr.	W. Haddon	Hawick.
Crailing	501	5	1873. 7 Apr.	G. Fargie	Kelso.
Eckford	707	5	24 Mar.	A. W. Main	Kelso.
Edgerston	262	5	11 Apr.	J. C. Stevenson	County Buildings, Jedburgh.
Ednam	523	5	22 Mar.	D. Pringle	Ednam, Kelso.
HAWICK (Burgh)	17,303	9	8 Apr.	J. Oliver	Hawick.
Hawick (Landward)	1,199	5	10 „	G. Grier	3, Oliver Place, Hawick.
Hobkirk	552	5	14 „	Miss M. Sibbald	Weens Cottages, Bonchester, Hawick.
Hownam	192	5	22 Mar.	J. Cuthbert	Hownam, Kelso.
JEDBURGH (Burgh)	3,136	7	27 „	J. McDougall	The Nest, Jedburgh.
Jedburgh (Landward)	1,182	5	12 Apr.	C. W. Anderson	Royal Bank, Jedburgh.
Kelso	4,525	7	15 Mar.	T. D. C. Smith	66, Woodmarket, Kelso.
Lilliesleaf	592	5	12 Apr.	W. Haddon	Hawick.
Linton	405	5	5 „	J. Cook	The Schoolhouse, Linton, Kelso.
Makerstoun	337	5	17 „	J. Porteous	Coldstream.
Maxton	411	5	3 „	T. Lawrie	St. Boswells, Newtown St. Boswells.
Melrose	4,707	7	12 „	T. T. Muir	Melrose.
Minto	427	5	19 „	A. Haddon	7, Tower Knowe, Hawick.
Morebattle	779	5	22 Mar.	H. Peattie	Broomlands, Kelso.
Oxnam	624	5	9 Apr.	J. D. Little	Oxnam, Jedburgh.
Roberton	397	5	28 Mar.	J. R. Carmichael.	Oliver Place, Hawick.
Roxburgh	835	5	11 „	A. W. Main	Kelso.
St. Boswells	940	5	22 „	T. Lawrie	St. Boswells, Newtown St. Boswells.
Smailholm	341	5	27 „	J. Brown	Smailholm, Kelso.
Southdean	530	5	3 May	G. A. Russell	Glendouglas, Jedburgh.
Sprouston	911	5	18 Mar.	H. Peattie	32, Woodmarket, Kelso.
Teviothead	419	5	22 Apr.	R. Purdom	Hawick.
Yetholm	802	5	5 „	T. M. Beveridge	24, Woodmarket, Kelso.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
[9.] SELKIRK.	*23,388*		1873.		
Ashkirk - - -	404	5	15 Sept.*	M. McCall -	British Linen Co. Bank, Hawick.
Caddonfoot - -	695	5	30 Apr.	P. J. Carruthers	Stow, Midlothian.
Ettrick - - -	331	5	10 May	A. MacLaren -	School House, Ettrick, Selkirk.
GALASHIELS (Burgh) -	13,615	9	22 Mar.	G. D. Cramond	Bridge Street, Galashiels.
Galashiels (Landward)	354	5	29 ,,	W. Little -	Galashiels.
Kirkhope - - -	399	5	15 Apr.	J. Macaulay -	Selkirk.
SELKIRK (Burgh) -	5,486	7	22 Mar.	C. Alexander -	Selkirk.
Selkirk (Landward) -	1,604	5	2 Apr.	J. Macaulay -	Selkirk.
Yarrow - -	500	5	10 ,,	C. Alexander -	Selkirk.
[12.] SHETLAND.	*28,166*				
Bressay - - -	686	5	22 Apr.	R. D. Ganson -	Lerwick.
Delting - - -	1,389	5	15 ,,	R. Robertson -	Westerscord, Voe, Lerwick.
Dunrossness - -	3,638	7	28 Mar.	J. Jarmson -	Sandwick, Lerwick.
Fetlar - - -	347	7	1 May	J. Hughson -	Hubie, Fetlar, Lerwick.
Lerwick - - -	6,519	9	15 Apr.	R. D. Ganson -	Lerwick.
Nesting, Lunnasting, Whalsay, and Skerries.	2,480	7	23 ,,	G. G. Irvine -	Symbister, Whalsay, Lerwick.
Northmavine - -	2,014	7	26 Mar.	R. A. Mowat -	Burraland, Sullom, Shetland.
Sandsting and Aithsting.	2,396	7	18 Apr.	P. Thomson -	Garderhouse, Lerwick.
Tingwall, Whiteness, and Weisdale.	2,273	7	9 May	R. Inkster -	Scalloway, Shetland.
Unst - - - -	1,946	7	9 ,,	A. L. Williamson.	Millbrae, Baltasound, Lerwick.
Walls, Sandness, Papa, and Foula.	1,995	7	9 ,,	J. Georgeson -	Stove, Walls, Lerwick.
Yell - - - -	2,483	7	6 ,,	J. N. Barclay -	Mid Yell, Lerwick.
[24.] STIRLING.	*141,948*				
Airth - - - -	1,360	5	21 Apr.	W. Stevenson -	2, Bank Street, Falkirk.
Baldernock - -	582	5	5 ,,	J. Gibson -	Baldernock, Torrance, Glasgow.
Balfron - - -	1,092	5	8 Mar.	J. Henry -	Balfron, Glasgow.
Buchanan - - -	487	5	20 Apr.	W. Macpherson	Stirling Road, Drymen, Glasgow.
Campsie - - -	5,424	7	10 ,,	J. H. Wyllie -	Glenview, Campsie Glen, Glasgow.

* Date of nomination by Board of Education, no election having taken place. Date originally fixed, 24th March.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
STIRLING—*cont.*			1873.		
Denny	8,268	7	7 Apr.	J. S. Davidson	Bank of Scotland, Denny.
Drymen	1,121	5	22 Mar.	T. Peden	Drymen, Glasgow.
Dunipace	2,050	5	3 May	W. Hendry	Dunipace, Denny.
*FALKIRK (Burgh)	29,284	9	29 Mar.	T. Gibson	Falkirk.
Falkirk (Landward)	7,270	7	12 Apr.	B. Watson	Falkirk.
Fintry	314	5	19 Mar.	G. May	Fintry, Stirlingshire.
Gargunnock	633	5	18 ,,	R. Whyte	4, King Street, Stirling.
Grangemouth (including Bothkennar, Polmont, and part of Falkirk).	17,463	9	1900. 19 May	J. B. White	Grangemouth.
Killearn	929	5	1873. 29 Mar.	R. M. Latta	Blairessan, Killearn, Glasgow.
KILSYTH (Town)	7,471	7	7 Apr.	D. Stark	Burnbank Cottage, Kilsyth, Glasgow.
Kilsyth (Landward)	2,369	5	2 May	R. M. Lennox	Kilsyth, Glasgow.
Kippen	1,456	5	29 Mar.	A. Cross	Claymires, Port of Monteith Station, Stirlingshire.
Larbert	11,684	7	19 Apr.	R. Taylor	46, Barnton Place, Stirling.
Logie	4,432	7	15 Mar.	R. A. Hill	Bridge of Allan.
Muiravonside	5,332	7	29 ,,	A. Hunter	National Bank Buildings, Falkirk.
St. Ninian's	8,152	7	29 ,,	J. Dobbie	Port Street, Stirling.
Slamannan	5,286	7	10 ,,	J. C. Allan	New Market Street, Falkirk.
†STIRLING (Burgh)	18,609	9	8 ,,	J. Brown	10, Barnton Street, Stirling.
Strathblane	880	5	25 Apr.	J. Henry	Balfron, Glasgow.
[13.] SUTHERLAND.	*21,440*				
Assynt	2,386	7	5 May	J. Gordon	Lochinver, Lairg.
Clyne	1,724	5	21 Mar.	J. Macleod	Clyne Milton, Brora, Sutherlandshire.
Creich	1,836	7	1 May	D. Shaw	Bonar Bridge, Ardgay.
Dornoch (including Burgh).	2,794	7	17 Apr.	J. Mackintosh	Dornoch, Sutherlandshire.
Durness	870	5	13 May	R. Swanson	Sangomore, Durness, Lairg.
Eddrachillis	1,418	5	8 ,,	Rev. A. Gunn	F. C. Manse, Durness, Lairg.
Farr	2,557	7	25 Apr.	H. Gunn	Baligill, Melvich, Thurso.
Golspie	1,665	5	20 Mar.	D. Peters	County Buildings, Dornoch, Sutherlandshire.

* School Board District extended by Order of Department under § 30 of the Education (Scotland) Act, 1878, to include the part of the parish of Falkirk annexed to the Burgh in terms of the Falkirk Burgh Extension Act, 1900.

† Including Stirling (Landward), now abolished as a separate school district.

Parish or Burgh.	Population in 1901.	No. of Members of School Board	Date of First Election of School Board.	Clerk.	Postal Address.
SUTHERLAND—*cont.*			1873.		
Kildonan	1,772	5	31 Mar.	A. Argo	Golspie.
Lairg	1,081	5	27 ,,	A. Gray	Culmallie, Lairg.
Loth	449	5	29 ,,	J. J. Hill	Helmsdale, Sutherlandshire.
Rogart	1,105	5	25 June	A. N. Macaulay	Solicitor, Golspie.
Tongue	1,783	5	28 Apr.	W. Morrison	Borgie, Bettyhill, Thurso.
[18.] WIGTOWN.	*32,557*				
Glasserton	887	5	15 May	W. C. Lawrie	Whithorn, Wigtownshire.
Inch	1,987	7	29 Mar.	A. McC. Parker	Stranraer.
Kirkcolm	1,360	5	27 ,,	J. Reid	Kirkcolm, Stranraer.
Kirkcowan	1,153	5	20 May	J. Millar	Kirkcowan, Wigtownshire.
Kirkinner	1,255	5	31 ,,	J. Christison	Barglass, Kirkinner, Wigtownshire
Kirkmaiden	1,943	7	5 Apr.	P. M. Rodie	Windmill, Logan, Stranraer.
Leswalt	1,002	5	3 May	A. Aitken	Stranraer.
Mochrum	1,958	5	28 ,,	J. J. Dunlop	Port William, Wigtownshire.
New Luce	557	5	27 Mar.	C. Kenmuir	Commercial Hotel, Newluce, Glenluce, Wigtownshire.
Old Luce or Glenluce	2,157	7	27 ,,	G. Templeton	Glenluce, Wigtownshire.
Penninghame	3,228	7	4 Apr.	R. Carson	Newton Stewart.
Portpatrick	1,048	5	22 Mar.	J. Brownlee	Harbour Square, Portpatrick, Wigtownshire.
Sheuchan	211	5	7 June	J. M. Adair	North Strand Street, Stranraer.
Sorbie	1,373	5	21 May	J. Fingland	Garlieston, Wigtownshire.
Stoneykirk	2,420	7	4 Mar.	J. McCaig	High Mye, Stoneykirk, Wigtownshire.
STRANRAER (Burgh)	6,036	7	25 ,,	A. S. Carnochan	Prince's Street, Stranraer.
Whithorn	2,235	7	20 May	J. J. Colquhoun	Whithorn, Wigtownshire.
Wigtown	1,747	5	19 ,,	J. Clark	Wigtown.

INDEX TO LIST OF SCHOOL BOARDS.

Parish or Burgh.	County.	Parish or Burgh.	County.	Parish or Burgh.	County.
Abbey St. Bathan's	Berwick.	Auchtergaven	Perth.	Broughton	Peebles.
Abbotshall	Fife.	Auchterhouse	Forfar.	*See Kilbucho, Broughton and Glenholm.*	
See Kirkcaldy.		Auchterless	Aberdeen.		
Abdie	"	Auchtermuchty	Fife.	Broughty Ferry (Town).	Forfar.
Abercorn	Linlithgow.	Auchtertool	"		
Aberdalgie	Perth.	Auldearn	Nairn.	Brydekirk	Dumfries.
Aberdeen (Burgh)	Aberdeen.	Avoch	Ross.	Buchanan	Stirling.
Aberdour	"	Avondale	Lanark.	Buckie	Banff.
Aberdour	Fife.	Ayr (Burgh)	Ayr.	*See Rathven.*	
Aberfoyle	Perth.	Ayr (Landward)	"	Buittle	Kirkcudbright.
Aberlady	Haddington.	Ayton	Berwick.	Bunkle and Preston	Berwick.
Aberlemno	Forfar.			Burness	Orkney.
Aberlour	Banff.	Baldernock	Stirling.	*See Cross and Burness.*	
Abernethy	Perth.	Balfron	"	Burntisland (Burgh)	Fife.
Abernethy and Kincardine.	Inverness.	Ballantrae	Ayr.	Burntisland (Landward).	"
Abernyte	Perth.	Ballingry	Fife.	Burray	Orkney
Abertarff	Inverness.	Balmaclellan	Kirkcudbright.	*See South Ronaldshay and Burray.*	
See Boleskine and Abertarff.		Balmaghie	"		
Aboyne and Glentanner.	Aberdeen.	Balmerino	Fife.	Cabrach	Banff.
Acharacle	Argyll.	Balquhidder	Perth.	Cadder	Lanark.
Airdrie (Burgh)	Lanark.	Banchory-Devenick	Kincardine.	Caddonfoot	Selkirk.
Airlie	Forfar.	Banchory-Ternan	"	Caerlaverock	Dumfries.
Airth	Stirling.	Banff (Burgh)	Banff.	Cairney	Aberdeen.
Aithsting	Shetland.	Banff (Landward)	"	Calderhead	Lanark.
See Sandsting and Aithsting.		Bargrennan	Kirkcudbright.	Callander	Perth.
Alford	Aberdeen.	Barony	Lanark.	Cambuslang	Lanark.
Alloa (Town)	Clackmannan.	*See Springburn.*		Cambusnethan	"
Alloa (Landward)	"	Barr	Ayr.	Cameron	Fife.
Alloway	Ayr.	Barra	Inverness.	Campbeltown(Burgh)	Argyll.
Almess	Ross.	Barry	Forfar.	Campbeltown(Landward).	"
Alva	Clackmannan.	Barvas	Ross.	Campsie	Stirling.
Alvah	Banff.	Bathgate (Town)	Linlithgow.	Canisbay	Caithness
Alves	Elgin.	Bathgate (Landward).	"	Canonbie	Dumfries.
Alvie	Inverness.	Beath	Fife.	Caputh	Perth.
Alyth	Perth.	Bedrule	Roxburgh.	Cardross	Dumbarton.
Amulree	"	Beith	Ayr.	Careston	Forfar
Ancrum	Roxburgh.	Bellhelvie	Aberdeen.	Cargill	Perth.
Annan	Dumfries.	Bellie	Elgin.	Carluke	Lanark
Anstruther Easter	Fife.	Bendochy	Perth.	Carmichael	"
Anstruther Wester	"	Benholm	Kincardine.	Carmunnock	"
Anwoth	Kirkcudbright.	Benvie	Forfar.	Carmyllie	Forfar.
Applecross	Ross.	*See Liff, &c.*		Carnbee	Fife.
Applegarth and Sibbaldbie	Dumfries.	Bervie	Kincardine.	Carnoch	Ross.
Appin	Argyll.	Biggar	Lanark.	Carnock	Fife.
See Lismore and Appin.		Birnie	Elgin.	Carnwath	Lanark.
Arbirlot	Forfar.	Birsay	Orkney.	Carriden	Linlithgow.
Arbroath (Burgh)	"	*See Harray and Birsay.*		*See Bo'ness.*	
Arbroath and St. Vigean's (Landward).	"	Birse	Aberdeen.	Carrington	Edinburgh.
		Blackford	Perth.	Carsphairn	Kirkcudbright
Arbuthnott	Kincardine.	Blair Athol	"	Carstairs	Lanark.
Ardallie	Aberdeen.	Blairgowrie	"	Castleton	Roxburgh.
Ardchattan and Muckairn.	Argyll.	Blairingone	"	Cathcart	Renfrew.
Ardclach	Nairn.	Blantyre	Lanark.	Catterline	Kincardine
Ardersier	Inverness.	Boharm	Banff.	*See Kinneff and Catterline*	
Ardgour	Argyll.	Boleskine and Abertarff.	Inverness.	Cavers and Kirkton	Roxburgh.
Ardnamurchan	"	Bolton	Haddington.	Cawdor	Nairn.
Ardoch	Perth.	Bonhill	Dumbarton.	Ceres	Fife.
Ardrossan	Ayr.	Borgue	Kirkcudbright.	Channelkirk	Berwick.
Arisaig and Moidart	Inverness.	Borrowstounness	Linlithgow.	Chapel of Garioch	Aberdeen.
Arngask	Perth.	Borthwick	Edinburgh.	Chirnside	Berwick.
Arrochar	Dumbarton.	Bothwell	Lanark.	Clackmannan	Clackmannan.
Ashkirk	Selkirk.	Botriphnie	Banff.	Clarkston	Lanark.
Assynt	Sutherland.	Bourtie	Aberdeen.	Clatt	Aberdeen.
Athelstaneford	Haddington.	Bowden	Roxburgh.	Cleish	Kinross.
Auchindoir and Kearn.	Aberdeen.	Bower	Caithness.	Closeburn	Dumfries.
Auchinleck	Ayr.	Boyndie	Banff.	Clova	Forfar.
Auchterarder	Perth.	Braemar	Inverness.	*See Cortachy and Clova.*	
Auchterderran	Fife.	*See Crathie and Braemar.*	Aberdeen.	Clunie	Perth.
		Brechin (Burgh)	Forfar.	Cluny	Aberdeen.
		Brechin (Landward)	"		
		Bressay	Shetland		

Parish or Burgh.	County	Parish or Burgh.	County.	Parish or Burgh.	County.
Clyne	Sutherland.	Dalton	Dumfries.	Eaglesham	Renfrew.
Cockburnspath	Berwick.	Dalziel	Lanark.	Earlston	Berwick.
Cockpen	Edinburgh.	Daviot	Aberdeen.	Eassie and Nevay	Forfar.
Coldingham	Berwick.	Daviot and Dunlichty.	Inverness.	East Calder	Edinburgh.
Coldstream	,,	Deerness	Orkney.	*See Kirknewton and East Calder.*	
Colinton	Edinburgh.	*See St. Andrew's and Deerness.*		East Kilbride	Lanark.
Coll	Argyll.	Delting	Shetland.	Eastwood	Renfrew.
Collace	Perth.	Denny	Stirling.	Eccles	Berwick.
Collessie	Fife.	Deskford	Banff.	Ecclesmachan	Linlithgow.
Colmonell	Ayr.	Dingwall	Ross.	Echt	Aberdeen.
Colonsay and Oronsay.	Argyll.	Dirleton	Haddington	Eckford	Roxburgh.
Colvend and Southwick.	Kirkcudbright.	Dollar	Clackmannan.	Eday	Orkney.
Comrie	Perth.	Dolphinton	Lanark.	Edderton	Ross.
Contin	Ross.	Dores	Inverness.	Eddleston	Peebles.
Corrie	Dumfries.	Dornoch	Sutherland.	Eddrachillis	Sutherland.
See Hutton and Corrie.		Dornock	Dumfries.	Edgerston	Roxburgh.
Corsock	Kirkcudbright.	Douglas	Lanark.	Edinburgh (City)	Edinburgh.
Corstorphine	Edinburgh.	Douglas Water	Lanark.	Edinkillie	Elgin.
Cortachy and Clova	Forfar.	Dowally	Perth.	Ednam	Roxburgh.
Coull	Aberdeen.	*See Dunkeld and Dowally.*		Edrom	Berwick.
Coupar Angus	Perth.	Drainie	Elgin.	Edzell	Forfar.
Covington and Thankerton.	Lanark.	Dreghorn	Ayr.	Egilshay	Orkney.
Coylton	Ayr.	Dron	Perth.	*See Rousay and Egilshay.*	
Craig	Forfar.	Drumblade	Aberdeen.	Elgin (Burgh)	Elgin.
Craigie	Ayr.	Drumelzier	Peebles.	Elgin (Landward)	,,
Craignish	Argyll.	Drumoak	Aberdeen.	Elie	Fife.
Crail	Fife.	Dryfesdale	Dumfries.	Ellon	Aberdeen.
Crailing	Roxburgh.	Drymen	Stirling.	Enzie	Banff.
Cramond	Edinburgh.	Duddingston (Landward).	Edinburgh.	Errol	Perth.
Cranshaws	Berwick.	*See Edinburgh.*		Erskine	Renfrew.
Cranston	Edinburgh.	Duffus	Elgin.	Eskdalemuir	Dumfries.
Crathie and Braemar	Aberdeen.	Duirinish	Inverness.	Ettrick	Selkirk.
Crawford	Lanark.	Dull	Perth.	Evie and Rendall	Orkney.
Crawfordjohn	,,	Dumbarton (Burgh)	Dumbarton.	Ewes	Dumfries.
Creich	Fife.	Dumbarton (Landward).	,,	Eyemouth	Berwick.
Creich	Sutherland.	Dumfries (Burgh)	Dumfries.	Fala and Soutra	Edinburgh.
Crichton	Edinburgh.	Dumfries (Landward).	,,	Falkirk (Burgh)	Stirling.
Crieff	Perth.	Dun	Forfar.	Falkirk (Landward).	,,
Crimond	Aberdeen.	Dunbar (Burgh)	Haddington.	Falkland	Fife.
Cromarty	Ross.	Dunbar (Landward)	,,	Farnell	Forfar.
Cromdale	Elgin.	Dunbarney	Perth.	Farr	Sutherland.
Cross and Burness	Orkney.	Dunblane & Lecropt	,,	Fearn	Ross.
Crosshill	Ayr.	Dunbog	Fife.	Fenwick	Ayr.
Crossmichael	Kirkcudbright.	Dundee (Burgh)	Forfar.	Fern	Forfar.
Croy and Dalcross	Inverness.	Dundee (Landward)	,,	Ferry-port-on-Craig	Fife.
Cruden	Aberdeen.	Dundonald	Ayr.	Fetlar	Shetland.
Cullen	Banff.	Dunfermline (Burgh).	Fife.	Fettercairn	Kincardine.
Culross	Fife.	Dunfermline (Landward).	,,	Fetteresso and Rickarton	,,
Culsalmond	Aberdeen.	Dunino	,,	Findo Gask	Perth.
Culter	Lanark.	Dunipace	Stirling.	Fintray	Aberdeen.
Cults	Fife.	Dunkeld and Dowally.	Perth.	Fintry	Stirling.
Cumbernauld	Dumbarton.	Dunlichty	Inverness.	Firth and Stenness	Orkney.
Cumbrae	Bute.	*See Daviot and Dunlichty.*		Flisk	Fife.
Cumlodden	Argyll.	Dunlop	Ayr.	Flotta	Orkney.
Cummertrees	Dumfries.	Dunnet	Caithness.	*See Walls and Flotta.*	
Cupar (Burgh)	Fife.	Dunnichen	Forfar.	Fodderty	Ross
Cupar (Landward)	,,	Dunning	Perth.	Fogo	Berwick.
Currie	Edinburgh.	Dunnottar	Kincardine.	Forbes	Aberdeen.
Dailly	Ayr.	Dunoon and Kilmun	Argyll.	*See Tullynessle and Forbes.*	
Dairsie	Fife.	Dunrossness	Shetland.	Fordoun	Kincardine.
Dalarossie	Inverness.	Dunscore	Dumfries.	Fordyce	Banff.
See Moy and Dalarossie.		Duns	Berwick.	Forfar (Burgh)	Forfar
Dalavich	Argyll.	Dunsyre	Lanark.	Forfar (Landward)	,,
See Kilchrenan and Dalavich.		Durisdeer	Dumfries.	Forgan	Fife.
Dalcross	Inverness.	Durness	Sutherland.	Forgandenny	Perth.
See Croy and Dalcross.		Durris	Kincardine.	Forglen	Banff.
Dalgety	Fife.	Duthill and Rothiemurchus.	Inverness.	Forgue	Aberdeen.
Dalkeith (Town)	Edinburgh.	Dyce	Aberdeen.	Forres (Burgh)	Elgin.
Dalkeith (Landward)	,,	Dyke	Elgin.	Forres (Landward)	,,
Dallas	Elgin.	Dysart (Burgh)	Fife.	Forteviot	Perth.
Dalmellington	Ayr.	Dysart (Landward)	Fife.	Fortingall	,,
Dalmeny	Linlithgow.	*See Kirkcaldy and Dysart (Landward).*		Fortrose	Ross.
Dalry	Ayr.			*See Rosemarkie.*	
Dalry	Kirkcudbright.			Fossoway and Tullibole.	Kinross.
Dalrymple	Ayr.				
Dalserf	Lanark.				

Parish or Burgh.	County.
Foula - - -	Shetland.
See Walls, &c.	
Foulden - - -	Berwick.
Foveran - - -	Aberdeen.
Fowlis Easter - -	Forfar.
Fowlis Wester -	Perth.
Fraserburgh - -	Aberdeen.
Friockheim - -	Forfar.
Fyvie - - -	Aberdeen.
Gairloch - - -	Ross.
Galashiels (Burgh) -	Selkirk.
Galashiels (Landward) - - -	"
Galston - - -	Ayr.
Gamrie - - -	Banff.
Gargunnock - -	Stirling.
Gartly - - -	Aberdeen.
Gartmore - - -	Perth.
Garvald - - -	Haddington.
Garvock - - -	Kincardine.
Gigha and Cara -	Argyll.
Girthon - - -	Kirkcudbright.
Girvan (Town) - -	Ayr.
Girvan (Landward) -	"
Gladsmuir - -	Haddington.
Glamis - - -	Forfar.
Glasgow (Burgh) -	Lanark.
Glass - - - -	Aberdeen.
Glassary - - -	Argyll.
Glasserton - -	Wigtown.
Glassford - - -	Lanark.
Glenaray - - -	Argyll.
Glenbervie - -	Kincardine.
Glenbucket - -	Aberdeen.
Glencairn - - -	Dumfries.
Glencorse - - -	Edinburgh.
Glendevon - -	Perth.
Glenelg - - -	Inverness.
Glengairn - - -	Aberdeen.
Glengarry - - -	Inverness.
Glenholm - - -	Peebles.
See Kilbucho, Broughton and Glenholm.	
Glenisla - - -	Forfar.
Glenluce - - -	Wigtown.
See Old Luce.	
Glenmoriston - -	Inverness.
See Urquhart and Glenmoriston.	
Glenmuick and Tullich.	Aberdeen.
Glenorchy and Inishail.	Argyll.
Glenrinnes - -	Banff.
Glenshiel - - -	Ross.
Glentanner - -	Aberdeen.
See Aboyne and Glentanner.	
Golspie - - -	Sutherland.
Gordon - - -	Berwick.
Gourock - - -	Renfrew.
Govan - - -	Lanark.
Graemsay - - -	Orkney.
See Hoy and Graemsay.	
Grange - - -	Banff.
Grangemouth - -	Stirling.
Greenlaw - - -	Berwick.
Greenock (Burgh) -	Renfrew.
Greenock, East Parish (Landward), including Port Glasgow (Landward).	"
Greenock, West Parish (Landward).	"
Gretna or Graitney -	Dumfries.
Guthrie - - -	Forfar.
Haddington (Burgh)	Haddington.
Haddington (Landward).	Haddington.
Halfmorton - -	Dumfries.
Halkirk - - -	Caithness.
Hamilton (Burgh) -	Lanark.
Hamilton (Landward).	"
Harray and Birsay -	Orkney.
Harris - - -	Inverness.
Hawick (Burgh) -	Roxburgh.
Hawick (Landward)	"
Heriot - - -	Edinburgh.
Hobkirk - - -	Roxburgh.
Hoddam - - -	Dumfries.
Holm - - -	Orkney.
Holywood - - -	Dumfries.
Houston and Killallan.	Renfrew.
Hownam - - -	Roxburgh.
Hoy and Graemsay -	Orkney.
Humbie - - -	Haddington.
Hume and Stichill -	Berwick.
Huntly - - -	Aberdeen.
Hutton - - -	Berwick.
Hutton and Corrie -	Dumfries.
Inch - - - -	Wigtown.
Inchinnan - -	Renfrew.
Inchture - - -	Perth.
Inishail - - -	Argyll.
See Glenorchy and Inishail.	
Innerleithen - -	Peebles.
Innerwick - -	Haddington.
Innerwick(Glenlyon)	Perth.
Insch - - - -	Aberdeen.
Insh - - - -	Inverness.
Inveraray (Burgh) -	Argyll.
See Glenaray.	
Inverarity - -	Forfar.
Inveravon - -	Banff.
Inverchaolain - -	Argyll.
Inveresk (Landward)	Edinburgh.
Invergowrie - -	Forfar.
See Liff, &c.	
Inverkeilor - -	"
Inverkeithing - -	Fife.
Inverkeithny - -	Banff.
Inverkip - - -	Renfrew.
Inverness (Burgh) -	Inverness.
Inverness (Landward).	"
Inverurie - - -	Aberdeen.
Irongray - - -	Kirkcudbright.
Irvine (Burgh) - -	Ayr.
Irvine (Landward) -	"
Jedburgh (Burgh) -	Roxburgh.
Jedburgh (Landward).	"
Johnstone - -	Dumfries.
Jura - - - -	Argyll.
Kearn - - -	Aberdeen.
See Auchindoir and Kearn.	
Keig - - - -	"
Keir - - - -	Dumfries.
Keiss - - -	Caithness.
Keith - - -	Banff.
Keithhall and Kinkell.	Aberdeen.
Kells - - - -	Kirkcudbright.
Kelso - - -	Roxburgh.
Kelton - - -	Kirkcudbright.
Kemback - - -	Fife.
Kemnay - - -	Aberdeen.
Kenmore - - -	Perth.
Kennethmont - -	Aberdeen.
Kennoway - -	Fife.
Kettins - - -	Forfar.
Kettle - - -	Fife.
Kilbarchan - -	Renfrew.
Kilbirnie - - -	Ayr.
Kilbrandon and Kilchattan - - -	Argyll.
Kilbride - - -	"
See Kilmore and Kilbride.	
Kilbride - - -	Bute.
Kilbucho, Broughton and Glenholm	Peebles.
Kilcalmonell - -	Argyll.
Kilchattan - -	"
See Kilbrandon and Kilchattan.	
Kilchenzie - -	"
See Killean and Kilchenzie.	
Kilchoman - -	"
Kilchrenan and Dalavich.	"
Kilconquhar - -	Fife.
Kildalton - - -	Argyll.
Kildonan - - -	Sutherland
Kildrummy - -	Aberdeen.
Kilfinan - - -	Argyll.
Kilfinichen and Kilvickeon.	"
Killallan - - -	Renfrew.
See Houston and Killallan.	
Killarrow and Kilmeny.	Argyll.
Killean and Kilchenzie.	"
Killearn - - -	Stirling.
Killearnan - -	Ross.
Killin - - -	Perth.
Kilmadock - -	"
Kilmacolm - -	Renfrew.
Kilmallie - - -	Inverness
Kilmany - - -	Fife.
Kilmarnock (Burgh)	Ayr.
Kilmarnock (Landward).	"
Kilmaronock - -	Dumbarton.
Kilmartin - -	Argyll.
Kilmaurs - - -	Ayr.
Kilmelford - -	Argyll.
See Kilninver and Kilmelford.	
Kilmeny - - -	"
See Killarrow and Kilmeny.	
Kilmodan - - -	"
Kilmonivaig - -	Inverness.
Kilmorack - -	"
Kilmorich - -	Argyll.
See Lochgoilhead and Kilmorich.	
Kilmore and Kilbride.	"
Kilmore - - -	"
See Kilninian and Kilmore.	
Kilmory - - -	Bute.
Kilmuir - - -	Inverness.
Kilmuir Easter -	Ross.
Kilmun - - -	Argyll
See Dunoon and Kilmun.	
Kilninian and Kilmore.	"
Kilninver and Kilmelford.	"
Kilrenny - - -	Fife.
Kilspindie - -	Perth.
Kilsyth (Town) -	Stirling.
Kilsyth (Landward)	"
Kiltarlity - - -	Inverness
Kiltearn - - -	Ross.

Parish or Burgh.	County.
Kilvickeon - - *See Kilfinichen and Kilvickeon.*	Argyll.
Kilwinning - -	Ayr.
Kincardine - - *See Abernethy and Kincardine.*	Inverness.
Kincardine - -	Perth.
Kincardine - -	Ross.
Kincardine O'Neil -	Aberdeen.
Kinclaven - -	Perth.
Kinfauns - - -	„
Kingarth - - -	Bute.
King Edward - -	Aberdeen.
Kinghorn - - -	Fife.
Kinglassie - -	„
Kingoldrum - -	Forfar.
Kingsbarns - -	Fife.
Kingussie - - -	Inverness.
Kininmonth - -	Aberdeen.
Kinkell - - - *See Keithhall and Kinkell.*	„
Kinloch - - - *See Lethendy and Kinloch.*	Perth.
Kinloch-Luichart -	Ross.
Kinloch-Rannoch -	Perth.
Kinloss - - -	Elgin.
Kinnaird - - -	Perth.
Kinneff and Catterline.	Kincardine.
Kinnell - - -	Forfar
Kinnellar - - -	Aberdeen.
Kinnettles - -	Forfar.
Kinnoull - - -	Perth.
Kinross - - -	Kinross.
Kintail - - -	Ross.
Kintore - - -	Aberdeen.
Kippen - - -	Stirling.
Kirkbean - - -	Kirkcudbright.
Kirkcaldy (Burgh) -	Fife.
KirkcaldyandDysart (Landward).	„
Kirkcolm - - -	Wigtown.
Kirkconnel - -	Dumfries.
Kirkcowan - -	Wigtown.
Kirkcudbright - -	Kirkcudbright.
Kirkden - - -	Forfar.
Kirkgunzeon - -	Kirkcudbright.
Kirkhill - - -	Inverness.
Kirkhope - - -	Selkirk.
Kirkinner - - -	Wigtown.
Kirkintilloch (Town)	Dumbarton.
Kirkintilloch (Landward).	„
Kirkliston - -	Linlithgow.
Kirkmabreck - -	Kirkcudbright.
Kirkmahoe - -	Dumfries.
Kirkmaiden - -	Wigtown.
Kirkmichael - -	Ayr.
Kirkmichael - -	Banff.
Kirkmichael - -	Dumfries.
Kirkmichael - -	Perth.
Kirknewton and East Calder.	Edinburgh.
Kirkoswald - -	Ayr.
Kirkpatrick-Durham	Kirkcudbright.
Kirkpatrick-Fleming	Dumfries.
Kirkpatrick-Juxta -	„
Kirkton - - - *See Cavers.*	Roxburgh.
Kirkurd - - -	Peebles.
Kirkwall (Burgh) -	Orkney.
Kirkwall (Landward) and St. Ola.	„
Kirriemuir - -	Forfar.
Knockando - -	Elgin.
Knockbain - -	Ross.
Lady - - - -	Orkney.
Ladykirk - -	Berwick.
Laggan - - -	Inverness.
Lairg - - - -	Sutherland.
Lamington - - *See Wandell and Lamington.*	Lanark.
Lanark (Burgh) -	„
Lanark (Landward) -	„
Langholm - - -	Dumfries.
Langton - - -	Berwick.
Larbert - - -	Stirling.
Largo - - -	Fife.
Largoward - -	„
Largs - - -	Ayr.
Larkhall - - -	Lanark.
Lasswade - - -	Edinburgh.
Latheron - - -	Caithness.
Lauder - - -	Berwick.
Laurencekirk - -	Kincardine.
Leadhills - - -	Lanark.
Lecropt - - - *See Dunblane and Lecropt.*	Perth.
Legerwood - -	Berwick.
Leith (Burgh) - -	Edinburgh.
Leith (Landward) - *See Edinburgh.*	„
Leochel-Cushnie -	Aberdeen.
Lerwick - - -	Shetland.
Leslie - - -	Aberdeen.
Leslie - - -	Fife.
Lesmahagow - -	Lanark.
Leswalt - - -	Wigtown.
Lethendy and Kinloch.	Perth.
Lethnot and Navar - *See Navar and Lethnot.*	Forfar.
Leuchars - - -	Fife.
Levern - - -	Renfrew.
Libberton - - -	Lanark.
Liberton - - -	Edinburgh.
Liff, Benvie and Invergowrie.	Forfar.
Lilliesleaf - - -	Roxburgh.
Linlithgow (including Burgh).	Linlithgow.
Linton - - -	Roxburgh.
Lintrathen - -	Forfar.
Lismore and Appin -	Argyll.
Little Dunkeld -	Perth.
Livingstone - -	Linlithgow.
Lochalsh - - -	Ross.
Lochbroom - -	„
Lochcarron - -	„
Lochgelly - - -	Fife.
Lochgilphead - -	Argyll.
Lochgoilhead and Kilmorich.	„
Lochlee - - - -	Forfar.
Loehmaben - -	Dumfries.
Lochrutton - -	Kirkcudbright.
Lochs - - -	Ross.
Lochwinnoch - -	Renfrew.
Logie - - -	Fife.
Logie - - -	Stirling.
Logiealmond - -	Perth.
Logie Buchan - -	Aberdeen.
Logie Coldstone -	„
Logie Easter - -	Ross.
Logie Pert - -	Forfar.
Logierait - - -	Perth.
Logie Wester - - *See Urquhart and Logie Wester.*	Ross.
Longforgan - -	Perth.
Longformacus - -	Berwick.
Longside - - -	Aberdeen.
Lonmay - - -	„
Loth - - - -	Sutherland.
Loudoun - - -	Ayr.
Lumphanan - -	Aberdeen.
Lunan - - -	Forfar.
Lundie - - -	„
Lunnasting - - *See Nesting, &c.*	Shetland.
Luss - - - -	Dumbarton.
Lyne and Megget -	Peebles.
Maderty - - -	Perth.
Mains and Strathmartine.	Forfar.
Makerstoun - -	Roxburgh.
Manor - - -	Peebles.
Markinch - - -	Fife.
Marnoch - - -	Banff.
Maryculter - -	Kincardine.
Maryhill - - -	Lanark.
Marykirk - - -	Kincardine.
Maryton - - -	Forfar.
Mauchline - -	Ayr.
Maxton - - -	Roxburgh.
Maybole - - -	Ayr.
Mearns - - -	Renfrew.
Megget - - - *See Lyne and Megget.*	Peebles.
Meigle - - -	Perth.
Meldrum - - -	Aberdeen.
Melrose - - -	Roxburgh.
Menmuir - - -	Forfar.
Mertoun - - -	Berwick.
Methlick - - -	Aberdeen.
Methven - - -	Perth.
Mid-Calder - -	Edinburgh.
Middlebie - - -	Dumfries.
Midmar - - -	Aberdeen.
Millbrex - - -	„
Minnigaff - - -	Kirkcudbright.
Minto - - -	Roxburgh.
Mochrum - - -	Wigtown.
Moffat - - -	Dumfries.
Moneydie - - -	Perth.
Monifieth - - -	Forfar.
Monikie - - -	„
Monimail - - -	Fife.
Monkton and Prestwick.	Ayr.
Monquhitter - -	Aberdeen.
Montrose (Burgh) -	Forfar.
Montrose (Landward).	„
Monymusk - -	Aberdeen.
Monzievaird and Strowan.	Perth.
Moonzie - - -	Fife.
Mordington - -	Berwick.
Morebattle - -	Roxburgh.
Morham - - -	Haddington.
Mortlach - - -	Banff.
Morton - - -	Dumfries.
Morvern - - -	Argyll.
Moulin - - -	Perth.
Mouswald - -	Dumfries.
Moy and Dalarossie -	Inverness.
Muckairn - - - *See Ardchattan and Muckairn.*	Argyll.
Muckart - - -	Perth.
Muiravonside - -	Stirling.
Muirkirk - - -	Ayr.
Murroes - - -	Forfar.
Musselburgh (Burgh)	Edinburgh.
Muthill - - -	Perth.
Nairn (Burgh) - -	Nairn.
Nairn (Landward) -	„
Navar and Lethnot	Forfar.
Neilston - - -	Renfrew
Nenthorn - - -	Berwick.
Nesting, Lunnasting, Whalsay and Skerries.	Shetland.
Nevay - - - *See Eassie and Nevay.*	Forfar.
New Abbey - -	Kirkcudbright.
Newbattle - -	Edinburgh.
Newburgh - -	Fife.
Newburn - -	„
New Byth - -	Aberdeen.

Parish or Burgh.	County.
New Cumnock	Ayr.
New Deer	Aberdeen.
Newhills	"
Newlands	Peebles.
New Luce	Wigtown.
New Machar	Aberdeen.
New Monkland	Lanark.
New or East Kilpatrick.	Dumbarton.
New Pitsligo.	Aberdeen.
New Spynie	Elgin.
Newton	Edinburgh.
Newton-on-Ayr (Landward). *See St. Quivox.*	Ayr.
Newtyle	Forfar.
Nigg	Kincardine.
Nigg	Ross.
North Berwick	Haddington.
North Bute and Rothesay (Landward).	Bute.
North Knapdale	Argyll.
Northmavine	Shetland.
North Ronaldshay	Orkney.
North Uist	Inverness.
Oathlaw	Forfar.
Oban (Burgh)	Argyll.
Ochiltree	Ayr.
Old Cumnock	"
Old Deer	Aberdeen.
Oldhamstocks	Haddington.
Old Luce or Glenluce	Wigtown.
Old Machar	Aberdeen.
Old Monkland	Lanark.
Old or West Kilpatrick.	Dumbarton.
Orig	Caithness.
Ord	Banff.
See Banff (Ld).	
Ordiquhill	"
Ormiston	Haddington.
Oronsay	Argyll.
See Colonsay and Oronsay.	
Orphir	Orkney.
Orwell	Kinross.
Oxnam	Roxburgh.
Oyne	Aberdeen.
Paisley (Burgh)	Renfrew.
Paisley (Landward)	"
Panbride	Forfar.
Papa	Shetland.
See Walls, &c.	
Papa Westray	Orkney.
See Westray and Papa Westray.	
Parton	Kirkcudbright.
Peebles	Peebles.
Pencaitland	Haddington.
Penicuik	Edinburgh.
Penninghame	Wigtown.
Peppont	Dumfries.
Persie	Perth.
Perth (Burgh)	"
Perth, East Parish (Landward).	"
Peterculter	Aberdeen.
Peterhead (Burgh)	"
Peterhead (Landward).	"
Pettinain	Lanark.
Petty	Inverness.
Pitsligo	Aberdeen.
Pittenweem	Fife.
Polwarth	Berwick.
Port Glasgow (Burgh)	Renfrew.
Port Glasgow (Landward), *united to East Parish, Greenock.*	Renfrew.
Portmoak	Kinross.
Portobello (Burgh)	Edinburgh.
See Edinburgh.	
Port of Monteith	Perth.
Portpatrick	Wigtown.
Portree	Inverness.
Premnay	Aberdeen.
Preston	Berwick.
See Bunkle and Preston.	
Prestonkirk	Haddington.
Prestonpans	"
Prestwick	Ayr.
See Monkton and Prestwick.	
Queensferry (Burgh)	Linlithgow.
See Dalmeny.	
Rafford	Elgin.
Rathen	Aberdeen.
Ratho	Edinburgh.
Rathven	Banff.
Rattray	Perth.
Rayne	Aberdeen.
Reay	Caithness.
Redgorton	Perth.
Rendall	Orkney
See Evie and Rendall.	
Renfrew (Burgh)	Renfrew.
Renfrew (Landward)	"
Rerrick	Kirkcudbright.
Rescobie	Forfar.
Resolis	Ross.
Rhynd	Perth.
Rhynie	Aberdeen.
Riccarton	Ayr.
Rickarton	Kincardine.
See Fetteresso and Rickarton.	
Roberton	Lanark.
See Wiston and Roberton.	
Roberton	Roxburgh.
Rogart	Sutherland.
Rosemarkie	Ross.
Roseneath	Dumbarton.
Rosskeen	Ross.
Rothes	Elgin.
Rothesay (Burgh)	Bute.
Rothesay (Landward)	"
See North Bute.	
Rothiemay	Banff.
Rothiemurchus	Inverness.
See Duthill and Rothiemurchus.	
Rousay and Egilshay	Orkney.
Row	Dumbarton.
Roxburgh	Roxburgh.
Rutherglen(including Burgh.)	Lanark.
Ruthven	Forfar.
Ruthwell	Dumfries.
Saddell and Skipness	Argyll.
St. Andrew's and Deerness.	Orkney.
St. Andrews (Burgh)	Fife.
St. Andrews (Land.)	"
St. Andrew's Lhanbryd.	Elgin.
St. Boswell's	Roxburgh.
St. Cyrus	Kincardine.
St. Fergus	Aberdeen.
St. Madoes	Perth.
St. Martin's	"
St. Monance	Fife.
St. Mungo	Dumfries.
St. Ninian's	Stirling.
St. Ola	Orkney.
See Kirkwall and St. Ola (Land.)	
St. Quivox (Land.) and Newton-on-Ayr (Land.)	Ayr.
Salen	Argyll.
Saline	Fife.
Salton	Haddington.
Sandness	Shetland.
See Walls, &c.	
Sandsting and Aithsting.	"
Sandwick	Orkney.
Sanquhar	Dumfries.
Savoch	Aberdeen.
Scone	Perth.
Scoonie	Fife.
Selkirk (Burgh)	Selkirk.
Selkirk (Landward)	"
Shapansey	Orkney.
Shettleston	Lanark.
Sheuchan	Wigtown.
Shotts	Lanark.
Sibbaldbie	Dumfries.
See Applegarth and Sibbaldbie.	
Skelmorlie	Renfrew.
Skene	Aberdeen.
Skipness	Argyll.
See Saddell and Skipness.	
Skirling	Peebles.
Slains	Aberdeen.
Slamannan	Stirling.
Sleat	Inverness.
Smailholm	Roxburgh.
Small Isles	Inverness.
Snizort	"
Sorbie	Wigtown.
Sorn	Ayr.
Southdean	Roxburgh.
Southend	Argyll.
South Knapdale	"
South Ronaldshay and Burray.	Orkney.
South Uist	Inverness.
Southwick	Kirkcudbright
See Colvend and Southwick.	
South Yell	Shetland.
See Mid and South Yell.	
Speymouth	Elgin.
Spott	Haddington.
Springburn	Lanark.
Springfield	Fife.
Sprouston	Roxburgh.
Stair	Ayr.
Stenness	Orkney.
See Firth and Stenness.	
Stenscholl	Inverness.
Stenton	Haddington.
Stevenston	Ayr.
Stewarton	"
Stichill	Berwick.
See Hume and Stichill.	
Stirling (Burgh)	Stirling.
Stobhill	Edinburgh.
Stobo	Peebles.
Stonehaven	Kincardine.
Included partly in Dunnottar and partly in Fetteresso.	
Stonehouse	Lanark.
Stoneykirk	Wigtown.
Stornoway	Ross
Stow	Edinburgh
Stracathro	Forfar.

Parish or Burgh.	County.	Parish or Burgh.	County.	Parish or Burgh.	County.
Strachan	Kincardine.	Tongland	Kirkcudbright.	Walls, Sandness, Papa and Foula	Shetland.
Strachur	Argyll.	Tongue	Sutherland.	Walls and Flotta	Orkney.
See Stralachlan and Struchur.		Torosay	Argyll.	Walston	Lanark.
Straiton	Ayr.	Torphichen	Linlithgow.	Wamphray	Dumfries.
Stralachlan and Strachur.	Argyll.	Torryburn	Fife.	Wandell and Lamington.	Lanark.
Stranraer (Burgh)	Wigtown.	Torthorwald	Dumfries.	Watten	Caithness.
Strath	Inverness.	Tough	Aberdeen.	Weem	Perth.
Strathblane	Stirling.	Towie	"	Weisdale	Shetland.
Strathdon	Aberdeen.	Tranent	Haddington	*See Tingwall, &c.*	
Strathmartine	Forfar.	Traquair	Peebles.	Wemyss	Fife.
See Mains and Strathmartine.		Trinity Gask	Perth.	West Calder	Edinburgh.
Strathmiglo	Fife.	Troqueer	Kirkcudbright.	Westerkirk	Dumfries.
Strichen	Aberdeen.	Trossachs	Perth.	West Kilbride	Ayr.
Stromness	Orkney.	Tulliallan	Fife.	West Linton	Peebles.
Stronsay	"	Tullich	Aberdeen.	Westray and Papa Westray.	Orkney.
Strontian	Argyll.	*See Glenmuick and Tullich.*		Westruther	Berwick.
Swinton	Berwick.	Tulliebole	Kinross	Whalsay	Shetland.
Symington	Ayr.	*See Fossoway and Tulliebole.*		*See Nesting, &c.*	
Symington	Lanark.	Tullynessle and Forbes	Aberdeen.	Whitburn	Linlithgow.
Tain	Ross.	Tundergarth	Dumfries.	Whitekirk and Tyninghame	Haddington.
Tannadice	Forfar.	Turriff	Aberdeen.	Whiteness	Shetland.
Tarbat	Ross.	Tweedsmuir	Peebles.	*See Tingwall, &c.*	
Tarbert	Argyll.	Twynholm	Kirkcudbright.	Whithorn	Wigtown.
Tarbolton	Ayr.	Tyninghame	Haddington.	Whitsome	Berwick.
Tarland	Aberdeen.	*See Whitekirk and Tyninghame.*		Whittinghame	Haddington.
Tarves	"	Tynron	Dumfries.	Wick (Burgh)	Caithness.
Tealing	Forfar.	Tyree	Argyll.	Wick (Landward)	"
Temple	Edinburgh.	Tyrie	Aberdeen.	Wigtown	Wigtown.
Tenandry	Perth.			Wilton	Roxburgh.
Terregles	Kirkcudbright.	Udny	"	*See Hawick.*	
Teviothead	Roxburgh.	Uig	Ross.	Wiston and Roberton	Lanark.
Thankerton	Lanark.	Unst	Shetland.		
See Covington and Thankerton.		Uphall	Linlithgow.	Yarrow	Selkirk.
Thurso	Caithness.	Urquhart	Elgin.	Yell	Shetland.
Tibbermore	Perth.	Urquhart and Glenmoriston.	Inverness.	Yester	Haddington.
Tillicoultry	Clackmannan.	Urquhart and Logie Wester.	Ross.	Yetholm	Roxburgh.
Tingwall, Whiteness and Weisdale	Shetland.	Urr	Kirkcudbright.	Ythan Wells	Aberdeen.
Tinwald	Dumfries.	Urray	Ross.		

MARCH, 1905.

VOLUNTARY SCHOOLS.

(Arranged in COUNTIES) with the NAMES and ADDRESSES of the OFFICIAL CORRESPONDENTS.

NOTE.—Ch. or G.A. denotes that the School is in connexion with the *Established Church of Scotland;* U.F.C., with the *United Free Church;* E., with the *Episcopal Church;* R.C., with the *Roman Catholic Church.*

Name of School.	Correspondent.	Postal Address.
ABERDEEN.		
Aberdeen (Burgh), Deaf and Dumb Institution.	A. Edmond, Jun.	229, Union Street, Aberdeen.
Aberdeen (Burgh), Normal U.F.C. Higher Grade S.	G. C. Fraser -	U.F.C. Training College, Charlotte Street, Aberdeen.
Aberdeen (Burgh), Practising Higher Grade Ch. S.	G. A. Simpson -	9, Golden Square, Aberdeen.
Aberdeen, Queen's Cross R.C.S.	Madame Walpole.	Convent of the Sacred Heart, Queen's Cross, Aberdeen.
Aberdeen (Burgh), St. Andrew's E.S.	J. Taylor - -	245, Union Street, Aberdeen.
Aberdeen (Burgh), Cathedral R.C.S.	Rev. J.C. Meany	St. Mary's Cathedral, Aberdeen.
Aberdeen (Burgh), St. Margaret's Mission E.S.	Rev. G. E. W. Holmes.	50, Elmbank Terrace, Aberdeen.
Aberdeen (Burgh), St. Peter's R.C.S.	Rev. A. Grant -	St. Peter's Rectory, Justice Street, Aberdeen.
Cluny, Corennie, Lady Gordon Cathcart's Female S.	W. Nicol (Int.)	Ordhead, Aberdeen.
Cluny, U.F.C.S. - - -	H. Littlejohn -	Upper Sauchen, Sauchen, Aberdeen.
Crathie and Braemar, Braemar St. Andrew's R.C.S.	Very Rev. J. Canon Paul	R.C. Church, Braemar, Aberdeenshire.
Crathie and Braemar, Crathie Side S.	J. B. Macdiarmid	Estates Office, Balmoral Castle, Aberdeenshire.
Crathie and Braemar, Inverey District Ch. S.	Rev. W. Gordon	Braemar, Aberdeenshire.
Crathie and Braemar, Inverey R.C.S.	Very Rev. J. Canon Paul	R.C. Church, Braemar, Aberdeenshire.
Cruden, Erroll E.S. - -	Rev. J. Strachan	Cruden Rectory, Port Erroll, Aberdeenshire.
Culsalmond, Tillymorgan E.S.	Rev. A. Macpherson.	Tillymorgan Rectory, Rothie Norman, Aberdeenshire.
Forgue E.S. - - - -	G. Winton -	Kirkton Cottage, Forgue, Huntly.
Fraserburgh Female Industrial Ch. S.	J. M. Anderson	Broad Street, Fraserburgh.
Fraserburgh, St. Peter's E.S.	Rev. H. Fyfe -	The Rectory, Fraserburgh.
Fyvie, St. Katherine Female Ch. S.	Rev. A. J. Milne, LL.D.	Fyvie, Aberdeenshire.

Name of School.	Correspondent.	Postal Address.
ABERDEEN—*cont.*		
Huntly, R.C.S. - - -	Rev. C. Macdonald.	St. Margaret's, Huntly.
Inverurie, St. Mary's E.S. -	Rev. R. Ritchie (Int.)	St. Mary's Rectory, Inverurie.
Millbrex District Ch. S. -	Rev. C. Giles -	The Manse, Millbrex, Fyvie, Aberdeenshire.
New Deer, Bonnykelly S. -	J. Adie - - -	Bonnykelly, Aberdeen.
New Pitsligo, St. John's E.S.	Rev. E. J. Petrie	Denburn House, New Pitsligo, Aberdeen.
Peterhead, St. Peter's E.S. -	R. Gray - -	Peterhead.
Strichen, All Saints E.S. -	Rev. W. S. B. Petrie.	The Parsonage, Strichen.
Tyrie, Boyndlie E.S. - -	Rev. W. S. B. Petrie.	The Parsonage, Strichen.
ARGYLL.		
Acharacle, Mingarry R.C.S. (See under Inverness.)		
Campbeltown (Burgh), St. Kieran's R.C.S.	Rev. J. Macdonald.	St. Kieran's R.C. Church, Campbeltown.
Dunoon and Kilmun, St. Mun's R.C.S.	Rev. J. Macelmail.	Dunoon.
Lismore and Appin, Carnock, Glencoe, St. Mary E.S.	Rev. A. S. MacInnes.	The Rectory Glencoe, Argyllshire.
Lismore and Appin, South Ballachulish, St. John's E.S.	Mrs. M. E. Macdonald.	St. John's Rectory, Ballachulish, R.S.O., Argyllshire.
Oban (Burgh) R.C.S. - -	Right Rev. Bishop Smith (Int.)	Bishop's House, Oban.
,, ,, St. John's E.S.	Mrs. E. Baily	1, Victoria Crescent, Oban.
AYR.		
Ardrossan, Saltcoats R.C.S.	Rev. F. Cronin	R.C. Presbytery, Saltcoats.
Auchinleck, St. Patrick's R.C.S. - - - -	Very Rev. J. A. O'Neill	Birnieknowe, Auchinleck, Ayrshire.
Ayr (Burgh) E.S. - - -	Rev. J. V. Hammond.	Episcopal School, Ayr.
Ayr (Burgh), St. Margaret's R.C.S.	Very Rev. D. Canon Collins.	St. Margaret's, Ayr.

Name of School.	Correspondent.	Postal Address.
AYR—*cont.*		
Dailly, Wallacetown Works S.	W. G. Wilson -	Dalquharran Colliery, Dailly, Ayrshire.
Dalmellington R.C.S. - -	Rev. T. A. Hayes	Waterside, Dunaskin, Ayrshire.
Dundonald, Troon, St. Patrick's R.C.S.	Rev. J. Brady -	Catholic Church, Troon.
Galston, St. Sophia R.C.S.	Rev. J. Hogan -	Galston, Ayrshire.
Girvan (Town), Sacred Heart R.C.S.	Miss B. Flood -	Ailsa Street, Girvan.
Irvine (Burgh) R.C.S. - -	Rev. F. Letters	St. Mary's, Irvine.
Kilbirnie Female Industrial S.	Rev. H. R. Buchan.	The Manse, Kilbirnie, Ayrshire.
„ St. Bridget's R.C.S. -	Rev. T. Hopwell	St. Bridget's Roman Catholic Church, Kilbirnie, Ayrshire.
Kilmarnock (Burgh) R.C.S. -	Very Rev. J. J. Canon Sheehy	St. Joseph's, Kilmarnock.
Kilmaurs, Crosshouse, St. Mary's R.C.S.	Very Rev. J. J. Canon Sheehy	St. Joseph's, Kilmarnock.
Kilwinning, St. Winning's R.C.S.	Rev. W. C. Brown	St. Palladius, Dalry, Ayrshire.
Largs, St. Mary's R.C.S. -	Rev. P. Murray.	Catholic Church, Largs, Ayrshire.
Loudoun, Newmilns, Lady Flora's S.	Hendrie and Cunningham.	Union Bank, Galston, Ayrshire.
Maybole, St. Cuthbert's R.C.S.	Rev. P. McDaniel	Mount St. Cuthbert, Maybole.
Muirkirk, St. Thomas R.C.S.	Rev. L. Puissant	Loretto Villa, Muirkirk, Ayrshire.
New Cumnock, R.C.S. -	D. W. Shaw -	County Buildings, Ayr.
Old Cumnock, R.C.S. -	D. W. Shaw -	County Buildings, Ayr.
Riccarton, Barleith S. - -	W. Pinkerton -	Glasgow and S.W. Railway, Hurlford, Ayrshire.
„ Hurlford, St. Paul's R.C.S.	Rev. J. Hogan -	St. Paul's, Hurlford, Ayrshire.
Skelmorlie, Meigle Ch. S. -	Rev. G. L. Pagan	The Manse, Largs, Ayrshire.
Tarbolton, St. Ann's R.C.S.	Rev. J. M. A. Cameron.	St. Ann's, Annbank Station, Ayr.
BANFF.		
Aberlour, Charlestown E.S. -	Rev. C. Jupp -	The Orphanage, Aberlour, Banffshire.
Banff (Burgh), St. Andrew's E.S.	T. Barton -	Maryvilla, Banff.
Fordyce, Portsoy Durn Road S.	J. Young - -	Seafield Street, Portsoy, Banffshire.
Inveravon, Ballindalloch Lady McPherson Grant's S.	P. Henderson	Marionburgh, Ballindalloch, Banffshire.
„ Chapeltown, (Glenlivet) R.C.S.	Rev. C. C. Mackenzie.	Chapeltown, Ballindalloch, Banffshire.
„ Tombae, St. Mary's R.C.S.	Rev. W. Stuart.	Tombae, Glenlivet, Ballindalloch, Banffshire.

Name of School.	Correspondent.	Postal Address.
BANFF—*cont.*		
Keith R.C.S.	Rev. J. Paul	Chapel House, Keith.
Kirkmichael, Tomintoul R.C.S.	Rev. G. Nicol	Tomintoul, Ballindalloch, Banffshire.
Marnoch, Aberchirder E.S.	Rev. J. A. MacCulloch	Aberchirder, Banffshire.
Mortlach, Dufftown R.C.S.	Rev. D. Chisholm.	Chapel House, Dufftown, Banffshire.
Rathven, Buckie, Lady Cathcart's Industrial E.S.	Rev. T. W. H. White.	The Parsonage, Buckie.
,, Buckie R.C.S.	Rev. J. McIntosh.	St. Peter's, Buckpool, Buckie.
BERWICK.		
Bunkle and Preston, Preston S.	Lady Home	Bonkyl Lodge, Duns.
Earlston, Mellerstain S.	C. C. Tunnard	Estate Office, Tyninghame, Prestonkirk.
BUTE.		
Kingarth, Mount Stewart R.C.S.	Rev. A. Macdonald	St. Andrew's, Rothesay.
Rothesay (Burgh), St. Andrew's R.C.S.	Rev. A. Macdonald	St. Andrew's, Rothesay.
CAITHNESS.		
Olrig Female S.	Rev. A. H. Gillieson, B.D.	Manse of Olrig, Castletown, Thurso.
CLACKMANNAN.		
Alloa (Town) E.S.	G. Younger	Bank Street, Alloa.
,, ,, St. Mungo's R.C.S.	Rev. J. O'Neill	Alloa.
Alva Infant S.	T. Donaldson	Holmfoot, Alva, Clackmannanshire.
DUMBARTON.		
Bonhill, Alexandria R.C.S.	Rev. M. McCabe	Chapel House, Alexandria, Dumbartonshire.
Cardross, Renton, St. Martin's R.C.S.	Rev. M. Jansen	Renton, Dumbarton.
Cumbernauld, Croy, Holy Cross R.C.S.	Rev. F. A. McCann	Croy House, Croy, Glasgow.
Dumbarton (Burgh) R.C.S.	Rev. H. Kelly	Croftbank, Dumbarton.

Name of School.	Correspondent.	Postal Address.
DUMBARTON—*cont.*		
Kirkintilloch (Town) R.C.S.	Rev. T. Delbeke	Kirkintilloch, Glasgow.
New Kilpatrick, Milngavie R.C.S.	Rev. D. O'Sullivan.	Chapel House, Milngavie, Glasgow.
Old Kilpatrick, Clydebank, Our Holy Redeemer's R.C.S.	Rev. J. Montgomery.	Barns Place, Clydebank, Glasgow.
Duntocher, St. Mary's R.C.S.	Rev. B. Lynch -	St. Mary's, Duntocher, Glasgow.
Row, Helensburgh, St. Joseph's R.C.S.	Rev. E. J. Fitzgerald.	St. Joseph's, Helensburgh.
Trinity E.S.	J. R. Harrison -	Croft House, Helensburgh.
DUMFRIES.		
Annan, St. Columba's R.C.S.	Very Rev. Lord A. Canon Douglas.	Annan.
Closeburn, Wallace Hall Academy.	J. C. R. Macdonald.	84, Irish Street, Dumfries.
Dumfries (Burgh), St. Andrew's R.C.S.	Rev. D. O'Brien	Bishop's House, Dumfries.
„ „ St. John's E.S.	Rev. F. C. Moir	St. John's Rectory, Dumfries.
Durrisdeer, Enterkinfoot S. -	J. R. Wilson -	Sanquhar, Dumfriesshire.
Middlebie, Eaglesfield G. A. and Subscription S.	H. C. Irving -	Burnfoot, Ecclefechan.
Morton, Carronbridge, Duke of Buccleuch's S.	J. H. Dickson -	Dabton, Thornhill.
Ruthwell Female Industrial S.	Rev. J. L. Dinwiddie	Ruthwell, Dumfriesshire.
Sanquhar, Mennoch Bridge, Duke of Buccleuch's S.	J. R. Wilson -	Sanquhar, Dumfriesshire.
„ Wanlockhead S. -	R. Strathern -	12, Charlotte Street South, Edinburgh.
EDINBURGH.		
Borthwick, Newlandrig Subscription S.	R. Smith	Gorebridge, Midlothian.
Cockpen, Bonnyrigg Girls' S.	J. R. Anderson -	48, Castle Street, Edinburgh.
Crichton, Pathhead, St. Mary's R.C.S.	Rev. F. W. Jerrard.	St. David's, Dalkeith.
Dalkeith (Town), St. David's R.C.S.	Rev. J. Head -	St. David's, Dalkeith.
Dalkeith (Town), St. Mary's E.S.	Rev. G. A. Cooke	Dalkeith.
Edinburgh (City), Abbeyhill E.S.	Rev. R. J. Mackay	14, Waverley Park, Edinburgh.
Edinburgh (City), All Saints' E.S.	Rev. A. D. Murdoch.	All Saints' Parsonage Brougham Street, Edinburgh.

Name of School.	Correspondent.	Postal Address.
EDINBURGH—*cont.*		
Edinburgh (City), Deaf and Dumb Institution.	A. Scott - -	2, York Buildings, Edinburgh.
Edinburgh (City), Donaldson's Hospital Deaf Mute S.	R. C. Bell -	13, Hill Street, Edinburgh.
Edinburgh (City), Glen Street R.C.S.	Rev. J. Bader -	17, Lauriston Street, Edinburgh.
Edinburgh (City), James Gillespie's Higher Grade S.	A. Heron - -	14, Hanover Street, Edinburgh.
Edinburgh (City), Morningside, St. Teresa's R.C.S.	W. Considine, S.S.C.	2, Queen Street, Edinburgh.
Edinburgh (City), Normal and Model U.F.C. Higher Grade S.	A. Mackenzie -	Offices of the United Free Church, Edinburgh.
Edinburgh (City), C. of S. Normal Practising Higher Grade S.	Prof. Laurie, LL.D.	16, Chambers Street, Edinburgh.
Edinburgh, Portobello, St. John's R.C.S.	Rev. J. Donlevy	St. John's Church, Portobello.
Edinburgh (City), Practising E.S.	G. J. Wood -	14, Young Street, Edinburgh.
Edinburgh (City), Royal Blind S.	G. More - -	18, Hill Street, Edinburgh.
Edinburgh (City), St. Andrew's E.S.	J. R. Grant -	37, Frederick Street, Edinburgh.
Edinburgh (City), St. Ann's R.C.S.	Right Rev. Monsignor Canon Grady.	St. Patrick's, Edinburgh.
Edinburgh, St. Columba's R.C.S.	Rev. G. Mullan-	9, Upper Gray Street, Edinburgh.
Edinburgh, St. Cuthbert's R.C.S.	Rev. J. Forsyth	St. Cuthbert's Roman Catholic School, Slateford Road, Edinburgh.
Edinburgh (City), St. George's E.S.	G. G. B. Steuart	17, India Street, Edinburgh.
Edinburgh (City), St. James' E.S.	J. R. Grant -	37, Frederick Street, Edinburgh.
Edinburgh (City), St. Margaret's, Easter Road Girls' and Infants' E.S.	Rev. H. Jones -	1, Brunswick Street, Edinburgh.
Edinburgh (City), St. Mary's Cathedral, Albany Street R.C.S.	Very Rev. A. Canon Stuart.	61, York Place, Edinburgh.
Edinburgh (City), St. Mary's Cathedral, Boys', York Lane R.C.S.	Very Rev. A. Canon Stuart.	61, York Place, Edinburgh.
Edinburgh (City), St. Patrick's R.C.S.	Right Rev. Monsignor Canon Grady.	St. Patrick's, Edinburgh.
Kirknewton and East Calder, East Calder R.C.S.	Rev. T. M. Monaghan.	The Presbytery, Kilronan Park, East Calder.
Lasswade, Rosewell, St. Matthew's R.C.S.	Rev. D. Conway	Alpine Villa, Penicuik.
Lasswade, Loanhead, St. Margaret's R.C.S.	Rev. C. Murdoch	St. Margaret's, Loanhead, Midlothian.
Leith (Burgh), St. James' E.S.	Rev E. Hoernlé.	The Rectory, Leith.
„ „ St. Mary's R.C.S.	Rev. E. Callan-	St. Mary's Star of the Sea Leith.

Name of School.	Correspondent.	Postal Address.
EDINBURGH—*cont.*		
Liberton, Gilmerton, The Anderson Female S.	Rev. J. Christie, D.D.	Gilmerton, Liberton, Midlothian.
Musselburgh, Loretto R.C.S.	Rev. P. McGettigan.	The Presbytery, Musselburgh.
Musselburgh (Burgh), St. Peter's E.S.	Rev. T. Hannan, M.A.	Amisfield, Musselburgh.
Penicuik E.S. - - -	Rev. C. A. Elrington.	Penicuik.
„ R.C.S. - - -	Rev. D. Conway	Alpine Villa, Penicuik.
Ratho, Dalmahoy, St. Mary's E.S.	Rev. W. G. Bullock.	Dalmahoy, Kirknewton, Midlothian.
Temple, Toxside S. - -	Rev. J. W. Blake	Temple, Gorebridge, Midlothian.
West Calder R.C.S. - -	Very Rev. J. Canon Murphy.	West Calder, Midlothian.
ELGIN.		
Bellie, Fochabers, Milne's Institution Higher Grade S.	C. Gray - -	Fochabers.
Edinkillie, Conicavel Ch. S.	D. Scott - -	Darnaway, Forres.
„ Logie S. - -	R. Urquhart -	Forres.
„ Relugas Church S.	Rev. G. C. Watt	Manse of Edinkillie, Dunphail, Morayshire.
Elgin (Burgh), St. Sylvester's R.C.S.	Very Rev. G. Canon Wilson.	St. Sylvester's, Elgin.
Forres (Burgh), St. John's Industrial E.S.	Rev. Stair Douglas.	The Parsonage, Forres.
FIFE.		
Burntisland (Burgh) E. S. -	Rev. H. Hardy -	St. Serf's, Burntisland.
Carnock Oakley, St. Margaret's R.C.S.	Rev. D. Robertson.	St. Margaret's, Dunfermline.
Dunfermline (Burgh), St. Margaret's R.C.S.	Rev. D. Robertson.	St. Margaret's, Dunfermline.
Lochgelly, R.C.S. - -	Rev. R. Hogan -	Roman Catholic Presbytery, Lochgelly, Fifeshire.
FORFAR.		
Arbroath (Burgh), St. Thomas R.C.S.	Rev. J. V. Macdonald.	St. Thomas', Arbroath.

Name of School.	Correspondent.	Postal Address.
FORFAR—*cont.*		
Dundee (Burgh), Dens Works S.	S. Donald -	Dens Works, Dundee.
Dundee (Burgh), Dudhope Bank Deaf and Dumb Institution.	D. Don - -	Dudhope Bank, 104, Commercial Street, Dundee.
Dundee (Burgh), Institution for the Blind.	E. Henderson -	10, Whitehall Street, Dundee.
Dundee (Burgh), Lochee E.S.	Rev. J. C. Cater	The Parsonage, Lochee, Dundee.
Dundee (Burgh), Lochee, St. Mary's R.C.S.	Very Rev. T. Canon Crumly.	St. Mary's, Lochee, Dundee.
Dundee (Burgh), St. Andrew's Boys' R.C.S.	Very Rev. J. Canon Turner	Pro-Cathedral, Dundee.
Dundee (Burgh), St. Andrew's Girls' R.C.S.	Very Rev. J. Canon Turner	Pro-Cathedral, Dundee.
Dundee (Burgh), St. Joseph's R.C.S.	Very Rev. J. Canon Holder.	Blackness Road, Dundee.
Dundee (Burgh), St. Mary's R.C.S.	Very Rev. M. Canon Phelan	Powrie Place, Dundee.
Dundee (Burgh), St. Patrick's R.C.S.	Very Rev. P. Canon Butti.	12, South Erskine Street, Dundee.
Dundee (Burgh), St. Paul's E.S.	Rev. G. C. Murdoch.	St. Paul's Clergyhouse, Castlehill, Dundee.
Dundee (Burgh), St. Salvador's E.S.	Rev. G. M. Duncan.	17, William Street, Dundee.
Dundee (Burgh), Seafield Works, Half-Time S.	P. Ewart Jack	Seafield Works, Dundee.
Dundee (Burgh), St. Martin's E.S.	Rev. G. M. Duncan.	17, William Street, Dundee.
Dundee (Burgh), Ward Mills S.	J. C. Buist -	Ward Mills, Dundee.
Kirriemuir, St. Mary's E.S.	Rev. J. A. Philip.	The Rectory, Kirriemuir.
HADDINGTON.		
Haddington, R.C.S. - -	Rev. F. Hoban	R. C. School, Haddington.
Tranent, St. Martin's R.C.S.	Rev. J. Joyce -	St. Martin's Presbytery, Tranent, Haddingtonshire.
INVERNESS.		
Acharacle, Mingarry R.C.S.	Rev. D. Mackintosh.	Mingarry, Moidart, Ardgour, Argyllshire.
Arisaig and Moidart:		
Arisaig Church School -	A. W. Nicolson	Arisaig House, Arisaig, Inverness-shire.
,, R.C.S.	Rev. J. Chisholm	St. Mary's, Arisaig, Fort William.
Boleskine and Abertarff, Fort Augustus R.C.S.	Rev. A. McDonell	The Abbey, Fort Augustus, Inverness.

Name of School.	Correspondent.	Postal Address.
INVERNESS—*cont.*		
Boleskine and Abertarff, Whitebridge R.C.S.	Rev. A. McInnes	Chapel House, Stratherrick, Inverness-shire.
Inverness (Burgh), Cathedral Boys' E.S.	J. Ross - - -	Queen's Gate Chambers, Inverness.
Inverness, Northern Counties Institute for the Blind.	D. Shaw - -	42, High Street, Inverness.
Inverness (Burgh) R.C. Convent School.	Rev. D. MacQueen - -	32, Huntly Street, Inverness.
Inverness (Burgh) R.C.S.	Rev. D. MacQueen - -	32, Huntly Street, Inverness.
Inverness (Burgh), The Bishop's E.S.	Rev. L. M. Hay Dinwoody.	10, Ardross Street, Inverness.
Inverness (Landward), Highland Orphanage S.	R. Cook - -	53, Shore Street, Inverness.
Kilmallie, Fort William R.C.S.	Rev. A. Mackintosh.	Chapel House, Fort William.
,, North Ballachulish, St. Bride's E.S.	B. Chinnery-Haldane.	Onich R.S.O., Inverness-shire.
Kilmorack, Beauly R.C.S. -	Very Rev. J. Canon Cameron.	Beauly.
,, Marydale R.C.S.	Rev. D. C. Mackay	Marydale, Beauly.
Kiltarlity, Eskadale R.C.S.	Rev. D. A. Chisholm.	Eskadale, Beauly.
Small Isles, Rum Private S. -	A. Seath - -	White House, Isle of Rum, by Oban.
KINCARDINE.		
Banchory Ternan, Reid and Burnett Endowed Female S.	J. Merson - -	High Street, Banchory, Kincardineshire.
Bervie, Gordon's Female Ch. S.	Mrs. Farquhar -	Sunnyside, Reigate.
Dunnottar, Stonehaven E.S.	Rev. W. Leslie Christie.	The Parsonage, Stonehaven.
Fettercairn, Fasque S. - -	Miss M. Gladstone.	Fasque, Laurencekirk.
Kinneff and Catterline, Catterline E.S.	Rev. S. Stookes	Catterline, Stonehaven.
Laurencekirk E.S. - -	Rev. H. C. Bell	The Rectory, Laurencekirk.
Marykirk, Napier Memorial School	J. R. Findlay -	Solicitor, Montrose.
KINROSS.		
Orwell, Milnathort, Reid Memoria. S.	Mrs. Reid -	Thomanean House, Milnathort, Kinross-shire.
KIRKCUDBRIGHT.		
Girthon, Cally, English E.S.	The Hon. W. J. Hewitt.	St. Colme House, Aberdour, Fifeshire.
Kelton, Castle Douglas R.C.S.	Very Rev. J. Canon Duffy.	St. John's, Castle Douglas.
Kirkcudbright, Old Church S.	J. Wilkinson -	The Grange, Kirkcudbright.
,, R.C.S. - - -	Rev. M. Harman	Chapel House, Kirkcudbright.
Kirkmabreck, Creetown, St. Joseph's R.C.S.	Rev. J. Roche -	St. Ninian's, Newton Stewart.
Urr, Dalbeattie R.C.S.	Rev. C. O'Malley	Dalbeattie.

Name of School.	Correspondent.	Postal Address.
LANARK.		
Airdrie (Burgh), Coatdyke R.C.S.	Rev. D. Collins.	Chapel House, Coatdyke, Airdrie.
Airdrie (Burgh), St. Margaret's R.C.S.	Rev. H. Van Stiphout.	Airdrie.
Avondale, Strathaven R.C.S.	Rev. G. Hartmann.	St. Patrick's Chapel House, Strathaven.
Blantyre, St. Joseph's R.C.S.	Rev. T. Hackett, D.D.	Stonefield, Blantyre, Glasgow.
Bothwell, Carfin R.C.S. -	Rev. C. Webb -	Chapel House, Carfin, Motherwell.
,, Chapelhall R.C.S.	Rev. W. Carmichael.	Chapelhall, Airdrie.
,, Mossend R.C.S. -	Rev. J. Scannell	Mossend, Lanarkshire.
,, Uddingston, St. John Baptist R.C.S.	Rev. A. Beyaert	R.C. Presbytery, Old Mill Road, Uddingston, Glasgow.
Calderhead, Shotts, St. Parick's R.C.S.	Rev. P. Hilgers.	R. C. Presbytery, Shotts, Lanarkshire.
Cambuslang, Newton R.C.S.	Rev. L. de Meulenaere.	St. Charles' Presbytery, Newton, Glasgow.
,, St. Bride's R.C.S.	Rev. G. Stack. -	St. Bride's, Cambuslang, Glasgow.
Cambusnethan, Newmains R.C.S.	Rev. J. Bird -	The Chapel House, Newmains, Lanarkshire.
,, Wishaw R.C.S.	Rev. J. Van Hecke.	The Rectory, Wishaw.
Carluke R.C.S. - - -	Rev. C. E. Fleming.	Carluke.
Clarkston, Longriggend R.C.S.	Rev. J. O'Driscoll	Longriggend, Lanarkshire.
,, Whiterigg R.C.S.	Rev. J. P. Towie	St. David's, Whiterigg, Airdrie.
Dalziel, Craigneuk R.C.S. -	Rev. G. W. Ritchie.	Shieldmuir, Wishaw.
,, Motherwell R.C.S. -	Very Rev. J. Canon Taylor	Chapelhouse, Motherwell.
Glasgow, Bridgeton, Sacred Heart R.C.S.	Rev. M. Hughes	50, Old Dalmarnock Road, Glasgow.
,, Buchanan Institution.	R. Motherwell -	76, Armadale Street, Glasgow.
,, Calton, St. Mary's R.C.S.	Very Rev. J. J. Canon Dyer.	68, Abercromby Street, Glasgow.
,, Deaf and Dumb Institution	B. B. Macgeorge	24, George Square, Glasgow.
,, Normal and Model U.F.C.S.	A. S. Baird -	U.F.C. Training College, Cowcaddens Street, Glasgow.
,, Normal Practising G.A.S.	Professor Laurie	C. of S. Training College, New City Road, Glasgow.
,, Our Lady and St. Francis Higher Grade R.C.S.	Very Rev. J. W. Canon McCarthy.	St. Andrew's Cathedral, Great Clyde Street, Glasgow.
,, Parkhead, St. Michael's R.C.S.	Rev. E. P. Rogan, D.D.	St. Michael's, Parkhead, Glasgow.
,, Royal Asylum for the Blind.	J. Tasker - -	28, Bath Street, Glasgow.
,, St. Aloysius, Milton Street R.C.S.	Rev. W. Crofton	21, Dalhousie Street, Glasgow.

Name of School.	Correspondent.	Postal Address.
LANARK—*cont.*		
Glasgow, St. Alphonsus R.C.S.	Rev. T. P. O'Reilly.	17, Great Hamilton Street, Glasgow.
„ St. Andrew's R.C.S.	Very Rev. J. W. Canon McCarthy.	St. Andrew's Cathedral, Great Clyde Street, Glasgow.
„ St. Ann's R.C.S.	Rev. T. Currie.	St. Ann's, Crownpoint Road, Glasgow.
„ St. Columba's R.C.S.	Rev. A. Campbell.	40, North Woodside Road, Glasgow.
„ St. Francis R.C.S.	Rev. B. Wrigley.	St. Francis Friary, Cumberland Street, Glasgow.
„ St. John's R.C.S.	Very Rev. J. B. Canon Macluskey.	90, Portugal Street, Glasgow.
„ St. Joseph's R.C.S.	Rev. A. Campbell.	40, North Woodside Road, Glasgow.
„ St. Martin's R.C.S.	Rev. J. Mullin, D.D.	15, William Street, Anderston, Glasgow.
„ St. Mary's E.S. -	T. M. Stewart, LL.B.	173, St. Vincent Street, Glasgow.
„ St. Mungo's R.C.S.	Rev. C. Maegher	52, Parson Street, Glasgow.
„ St. Mungo's Academy H.G.R.C.S.	J. Currie - -	84, Henrietta Street, Glasgow.
„ St. Patrick's R.C.S.	Rev. J. Mullin, D.D.	St. Patrick's, Anderston, Glasgow.
„ Springburn, St. Aloysius R.C.S.	Rev. J. L. Murphy.	St. Aloysius Rectory, Springburn, Glasgow.
Govan, Dowanhill, H.G.R.C. Practising S.	Miss Lescher -	17, Victoria Circus, Dowanhill, Glasgow.
„ Govanhill, Holy Cross R.C.S.	Rev. W. P. O'Brien.	Devon Villa, Crosshill, Glasgow.
„ Kinning Park, Our Lady and St. Margaret's R.C.S.	Very Rev. D. A. Canon Mackintosh.	70, Stanley Street, Paisley Road, Glasgow.
„ Partick, St. Peter's R.C.S.	Rev. M. McNairney.	St. Peter's, Partick-hill, Glasgow.
„ St. Anthony's R.C.S.	Very Rev. G. Canon Mc Brearty.	St. Anthony's, Govan, Glasgow.
„ St. Saviour's R.C.S. -	Rev. E. de Backer.	St. Saviour's, South Avenue, Govan, Glasgow.
Hamilton (Burgh) R.C.S. -	Rev. W. McAvoy.	Cadzow Street, Hamilton.
Hamilton (Landward), Burnbank R.C.S.	Rev. D. Brown.	St. Cuthbert's, Burnbank, Lanarkshire.
Hamilton (Landward), Cadzow R.C.S.	Rev. P. McConnachie.	Cadzow, Hamilton.
Lanark (Burgh) R.C.S. -	Rev. J. Boyle -	St. Mary's, Lanark.
Lanark (Landward), Smyllum Blind and Deaf Mutes R.C.S.	Rev. J. Ward -	St. Mary's, Lanark.
Lanark (Landward), Smyllum R.C.S.	C. Chislett -	Hope Street, Lanark.
Larkhall R.C.S. - - -	Rev. F. A. Steven	St. Mary's Presbytery, Larkhall, Lanarkshire.
Lesmahagow, Blackwood R.C.S.	Rev. J. S. Cody	Kirkmuirhill, Lanark.
Maryhill, Lambhill, St. Agnes' R.C.S.	Rev. J. Mullen -	St. Agnes', Lambhill, Glasgow.
„ R.C.S. - - -	Very Rev. J. Canon Cameron	Maryhill, Glasgow.
„ St. Charles' R.C.S.	Rev. D. Stewart	1, Kelvinside Gardens, N. Glasgow.
New Monkland, Glenboig, Our Lady and St. Joseph R.C.S.	Rev. C. Haeger	Roman Catholic Presbytery, Glenboig, Lanarkshire.

Name of School.	Correspondent.	Postal Address.
LANARK—*cont.*		
New Monkland, Meikle Drumgray R.C.S.	Rev. J. P. Towie	St. David's, Whiterigg, Airdrie.
Old Monkland, Baillieston, St. Bridget's R.C.S.	Rev. P. H. Terken	Baillieston, Glasgow.
,, Coatbridge, St. Augustine's R.C.S.	Rev. P. Müller	St. Augustine's, Coatbridge.
,, Coatbridge, St. Patrick's R.C.S.	Rev. J. Geerty	St. Patrick's, Coatbridge.
,, Gartsherrie Ch. S.	C. Denholm	Royal Bank of Scotland, Coatbridge.
,, Tollcross, St. Joseph's R.C.S.	Rev. J. H. Kirk	St. Joseph's, Tollcross, Glasgow.
,, Whifflet R.C.S.	Rev. P. Hackett	St. Mary's, Whifflet, Coatbridge.
Rutherglen R.C.S.	Very Rev. J. Canon Toner	Rutherglen, Glasgow.
Shettleston, Cardowan, St. Joseph R.C.S.	Rev. D. Mc Brearty	St. Joseph's, Cardowan, Steps Road, Glasgow.
,, Eastmuir R.C.S.	Rev. A. O'Brien	St. Paul's, Shettleston, Glasgow.
Shotts, Cleland R.C.S.	Rev. R. Paterson	St. Mary's, Cleland, Lanarkshire.
Wandell and Lamington, Lamington Female and Infant S.	The Dowager Lady Lamington	Lamington House, Lamington, Lanarkshire.
LINLITHGOW.		
Abercorn, Girls' S.	R. Amos	Philpstoun, Linlithgow.
Bathgate (Town) Academy H.G.S.	Scott-Moncrieff, Thomson and Shiells.	141, George Street, Edinburgh.
,, ,, R.C.S.	Rev. P. Mc Daniel.	Bathgate.
Bo'ness and Carriden, Bo'ness, St. Mary's R.C.S.	Rev. W. Grant	St. Mary's, Bo'ness, Linlithgowshire.
Kirkliston, Winchburgh R.C.S.	Very Rev. W. Canon O'Neill.	Broxburn, Linlithgowshire.
Linlithgow (Burgh), St. Joseph R.C.S.	Rev. E. Miley	Roman Catholic Church, Linlithgow.
Uphall, Broxburn R.C.S.	Very Rev. W. Canon O'Neill.	Broxburn, Linlithgowshire.
Whitburn, Fauldhouse, St. John's R.C.S.	Rev. G. Mason.	Fauldhouse, Linlithgowshire.
NAIRN.		
Ardclach, Fornighty S.	T. B. Gow.	Lethen Estate Office, Lethen, Nairn.
Nairn (Burgh), St. Mary's R.C.S.	Rev. A. Bisset.	Nairn.
PEEBLES.		
Traquair, Kirkburn S.	J. Campbell.	36, Castle Street, Edinburgh.
,, The Glen S.	D. F. Story.	The Glen, Innerleithen Peeblesshire.
West Linton E.S.	J. H. Forbes.	Medwyn, West Linton, Peeblesshire.

Name of School.	Correspondent.	Postal Address.
PERTH.		
Alyth E. S. - - - - -	The Venerable Archdeacon Aglen, D.D.	Alyth, Perthshire.
Blairgowrie, St. Stephen's R.C.S.	Rev. J. Malcolm	8, Bank Street, Blairgowrie.
Buchanty, Glenalmond Subscription S.	Rev. T. Hardy	Fowlis Manse, Crieff.
Crieff, St. Columba's E.S. -	Rev. Canon Meredith	Crieff Rectory, Perthshire.
„ St. Dominic's R.C.S.	Rev. W. Ashby	Roman Catholic School, Crieff.
Dunblane and Lecropt, Dunblane, St. Mary's E.S. -	Rev. W. D. Creighton	The Rectory, Dunblane.
Errol, Female Industrial S.	W. Goodall	Union Bank of Scotland(Ld.), Errol, Perthshire.
Logierait, Grantully, Lady Stewart's S.	Rev. J. McLean	Pitilie, Aberfeldy.
Muthill E.S. - - -	Rev. J. H. Shepherd	Balquharrie, Muthill, Perthshire.
Perth (Burgh), St. John's R.C.S.	Rev. M. Lavelle	16, Melville Street, Perth.
„ „ St. Ninian's E.S.	F. W. Bedford	British Linen Bank, Perth.
„ „ Sharp's Institution (Lower Department) S.	G. A. Mackenzie	Perth.
„ (Landward), Tulloch S.	T. Dow - -	Pullar's Dye Works, Perth.
Tenandry, Aldgirnaig G.A.S.	H. Mitchell -	Pitlochry.
„ Glenfincastle S.	Mrs. C. R. Barbour.	Bonskeid, Pitlochry.
RENFREW.		
Cathcart, Busby, St. Joseph R.C.S.	Rev. W. Kelly	Roman Catholic Church, Busby, Glasgow
Eastwood, Pollokshaws, St. Conval's R.C.S.	Rev. J. F. Morrison.	Mount St. Mary's, Pollokshaws, Glasgow.
Gourock, St. Ninian's R.C.S.	Rev. S. A. Thornton	St. Ninian's, Gourock, Renfrewshire.
Greenock (Burgh), Cartsdyke, St. Lawrence, R.C.S.	Rev. M. Fox, D.D.	Wood Cottage, Under Crescent, Greenock.
Greenock (Burgh), East Greenock E.S.	Rev. T. Lennie	Ardgowan Place, Greenock.
Greenock (Burgh), St. Mary's R.C.S.	Rev. P. Houlihan	St. Mary's, Greenock.

Name of School.	Correspondent.	Postal Address.
RENFREW—*cont.*		
Greenock (Burgh), Shaw's Water Worsted Mills, Half-Time S.	Fleming, Reid & Co.	Greenock.
Greenock (Burgh) West, St. John's E.S.	Rev. T. Lennie	Ardgowan Place, Greenock.
Houston and Killallan, Houston, St. Fillan's R.C.S.	Rev. W. Horgan	Houston, Johnstone.
Kilbarchan, Linwood R.C.S.	Rev. W. Shaw -	Linwood, near Johnstone.
Kilmacolm, Orphan Homes of Scotland S.	R. L. Bryden -	102, Bath Street, Glasgow.
Levern, Nitshill R.C.S. -	Rev. B. Tracy -	Barrhead, Glasgow.
Neilston, Barrhead R.C.S. -	Rev. B. Tracy -	Barrhead, Glasgow.
„ St. Thomas R.C.S.	Rev. A. Reifenrath.	Neilston, Glasgow.
Paisley (Burgh), Ferguslie, Half-Time S.	P. Coats, jun. -	Paisley.
Paisley (Burgh), John Neilson Institution.	J. Gardner -	3, County Place, Paisley.
Paisley (Burgh), St. Catherine's R.C.S.	Very Rev. H. Canon Chisholm.	St. Mirin's, Paisley.
Paisley (Burgh), St. Charles' R.C.S.	Rev. J. Mc Allister.	Charlston, Paisley.
Paisley (Burgh), St. James' R.C.S.	Very Rev. H. Canon Chisholm.	St. Mirin's, Paisley.
Paisley (Burgh), St. Mary's R.C.S.	Rev. W. Davidson	St. Mary's Rectory, Paisley.
Paisley (Burgh), St. Mirin's R.C.S.	Very Rev. H. Canon Chisholm.	Paisley.
Paisley (Landward), Johnstone, St. Margaret's R.C.S.	Rev. J. Nyhan.	St. Margaret's, Johnstone.
Port Glasgow, St. John's R.C.S.	Rev. P. McColl	St. John's, Port Glasgow.
Renfrew (Landward), St. James' R.C.S.	Rev. R. J. Mc Cluskey.	St. James' R.C.S., Renfrew, Renfrewshire.
ROSS and CROMARTY.		
Avoch, Mackenzie Foundation S.	J. Ross -	Queensgate Chambers, Inverness.
Knockbain, Arpafeelie, St. John's E.S.	Rev. H. Dransfield.	Arpafeelie Rectory, Allangrange, Ross-shire.
Stornoway, Fem. Industrial S.	C. Orrock	Chamberlain's Office, Stornoway.
ROXBURGH.		
Hawick (Burgh) R.C.S. -	Rev. J. S. Lyle.	Hawick.
„ „ St. Cuthbert's E.S.	Rev. E. T. S. Reid.	The Rectory, Hawick.
Jedburgh, St. John's E.S. -	Rev. F. E. Ainger	St. John's, Jedburgh.
Teviothead, Allanwater S. -	R. Cunningham	Branxholme, Hawick.

Name of School.	Correspondent.	Postal Address.
SELKIRK.		
Galashiels (Burgh) E.S. - -	Rev. A. A. Jenkins.	The Parsonage, Galashiels.
„ „ „ R.C.S. -	Rev. W. E. Rooney.	The Presbytery, Galashiels.
Selkirk (Burgh) R.C.S. - -	Rev. A. Roche -	High Street, Selkirk.
„ (Landward), Bowhill S.	W. J. Grieve.	Carterhaugh, Selkirk.
SHETLAND.		
Lerwick E.S. - - - - -	Rev. E. J. Hodges -	St. Magnus Rectory Lerwick.
Nesting, &c., Skerries Church S.	Rev. C. Stobie -	Whalsay, Lerwick.
STIRLING.		
Airth, Dunmore Village E.S. -	Rev. W. Scott -	The Parsonage, Dunmore, Larbert, Stirlingshire.
Campsie, Lennoxtown, St. Machan's R.C.S.	Very Rev. Canon Turner	St. Machan's, Lennoxtown, Glasgow.
Denny R.C.S. - - -	Rev. P. Shivers	Denny.
Falkirk (Burgh), St. Francis R.C.S.	Very Rev. P. Canon Morris	Falkirk.
Grangemouth, Sacred Heart R.C.S.	Rev. P. Birnie -	Institute Place, Grangemouth.
Kilsyth (Town) R.C.S. - -	Rev. P. Macnamara.	Roman Catholic Presbytery, Kilsyth, Glasgow.
St. Ninian's, Bannockburn, St. Mary's R.C.S.	Rev. F. Macmanus.	Wester Greenyards, Bannockburn.
St. Ninian's, Sauchie Fem. S.	Mrs. M. R. Steel-Maitland	Private Secretary's Office, 72, Cadogan Square, London, S.W.
Slamannan, Barnsmuir R.C.S.	Rev. F. O'Brien	Slamannan, Stirlingshire.
Stirling (Burgh) E.S. - -	J. W. Campbell	Bank of Scotland, Stirling.
„ „ St. Mary's R.C.S.	Very Rev. J. Canon Smith.	Irvine Place, Stirling.
SUTHERLAND.		
Golspie, Sutherland Technical Higher Grade S.	A. N. Macaulay	Town and County Bank Buildings, Golspie.
WIGTOWN.		
Penninghame, Newton Stewart, St. Ninian's R.C.S.	Rev. J. Roche	St. Ninian's, Newton Stewart.
Stranraer (Burgh), St. Joseph's R.C.S.	Very Rev. D. H. Canon Power.	St. Joseph's, Stranraer.
Wigtown, All Souls' R.C.S. -	Rev. H. C. Clarke -	Roman Catholic Church, Wigtown, Wigtownshire.

SALES sanctioned under SECTION 36 of the EDUCATION (SCOTLAND) ACT, 1872, from 1st April, 1904, to 31st March, 1905.

Board.	School.	Date of Sanction.
Alloa (Landward) (Clackmannan).	Alloa (Landward) Tullibody Public School.	5th July, 1904.
Auchtermuchty (Fife) -	Auchtermuchty Madras Public School.	13th March, 1905.
Avondale (Lanark) - -	Avondale, Ballgreen Public School.	16th May, 1904.
Caerlaverock (Dumfries) -	Caerlaverock, Hutton Hall Public School.	5th November, 1904.
Cummertrees (Dumfries) -	Cummertrees Public School.	21st November, 1904.
Currie (Edinburgh) - -	Currie Public School -	27th August, 1904.
Govan (Lanark) - -	Partickhill Site - -	19th May, 1904.
Kilmarnock (Burgh) (Ayr)	Kilmarnock (Burgh) West Netherton Public School.	29th December, 1904.
Lesmahagow (Lanark) -	Lesmahagow Auchenheath Public School (Teacher's House).	20th April, 1904.
Loudoun (Ayr) - - -	Loudoun Darvel Public School.	17th October, 1904.
Markinch (Fife) - -	Markinch, Thornton Public School.	24th October, 1904.
Markinch (Fife) - -	Old Parochial Teacher's House and Garden.	27th April, 1904. (amended.)
Montrose (Burgh) (Forfar)	Montrose (Burgh) Half Time Public School.	30th March, 1905.
Montrose (Burgh) (Forfar)	Montrose (Burgh) White's Place Elementary Public School and Teacher's House.	30th March, 1905.
Port Glasgow (Burgh) (Renfrew).	Port Glasgow (Burgh) King Street Public School.	11th August, 1904.

LIST OF LOANS SANCTIONED BY THE SCOTCH EDUCATION DEPARTMENT UNDER SECTION 45 OF THE EDUCATION (SCOTLAND) ACT, 1872, FROM 1ST APRIL, 1904, TO 31ST MARCH, 1905.

County.	Board.	Amount. £	s.	d.
Aberdeen	Aberdeen (Burgh)	27,575	0	0
"	Cairney	145	0	0
"	Insch	90	0	0
"	Kincardine O'Neil	1,300	0	0
"	Lonmay	446	0	0
"	New Deer	2,600	0	0
"	Peterhead (Burgh)	7,870	0	0
"	Strathdon	1,350	0	0
"	Strichen	800	0	0
"	Tarves	250	0	0
Argyll	Campbeltown (Landward)	350	0	0
Ayr	Beith	1,050	0	0
"	Kilbirnie	900	0	0
"	Kilwinning	475	0	0
"	Loudoun	3,000	0	0
"	Monkton and Prestwick	480	0	0
"	Muirkirk	1,100	0	0
"	Stevenston	1,700	0	0
"	Stewarton	2,120	0	0
"	Tarbolton	1,700	0	0
"	West Kilbride	2,800	0	0
Banff	Aberlour	1,250	0	0
"	Boharm	200	0	0
"	Keith	400	0	0
"	Rathven	1,350	0	0
Clackmannan	Alloa (Landward)	3,070	0	0
"	Tillicoultry	2,200	0	0
Dumbarton	Cumbernauld	1,500	0	0
"	New Kilpatrick	14,320	0	0
"	Old Kilpatrick	3 723	0	0
"	Row	2,950	0	0
Dumfries	Cummertrees	1,600	0	0
"	Dumfries (Landward)	30	0	0
Edinburgh	Colinton	540	0	0
"	Edinburgh	14,300	0	0
"	Leith (Burgh)	14,450	0	0
"	Musselburgh (Burgh)	150	0	0
"	West Calder	2,300	0	0
Elgin	Elgin (Landward)	3,200	0	0
"	Knockando	650	0	0
Fife	Auchtermuchty	3,100	0	0
"	Beath	1,317	0	0
"	Cameron	100	0	0
"	Falkland	300	0	0
"	Ferry-port-on-Craig	670	0	0
"	Kinghorn	850	0	0

County.	Board.	Amount. £	s.	d.
Fife (*cont.*)	Kirkcaldy and Dysart (Landward)	298	0	0
,,	Lochgelly	900	0	0
,,	Newburgh	500	0	0
,,	St. Andrew's (Landward)	800	0	0
Forfar	Brechin (Burgh)	580	0	0
,,	Broughty Ferry	324	0	0
,,	Friockheim	700	0	0
,,	Montrose (Landward)	80	0	0
Haddington	Dunbar (Burgh)	300	0	0
,,	Haddington (Burgh and Ld.)	1,350	0	0
,,	Tranent	250	0	0
Kirkcudbright	Buittle	465	0	0
Lanark	Bothwell	1,700	0	0
,,	Calderhead	800	0	0
,,	Cambusnethan	260	0	0
,,	Carluke	127	0	0
,,	Dalserf	1,600	0	0
,,	East Kilbride	1,000	0	0
,,	Glasgow	112,900	0	0
,,	Govan	63,674	0	0
,,	Hamilton (Burgh)	2,600	0	0
,,	Hamilton (Landward)	1,120	0	0
,,	Leadhills	200	0	0
,,	Lesmahagow	537	0	0
,,	Old Monkland	2,800	0	0
,,	Rutherglen	10,500	0	0
,,	Shettleston	375	0	0
Linlithgow	Abercorn	590	0	0
,,	Bathgate (Landward)	580	0	0
,,	Kirkliston	1,390	0	0
,,	Linlithgow	1,130	0	0
,,	Livingstone	800	0	0
Orkney	Stromness	2,150	0	0
Peebles	Newlands	430	0	0
Perth	Alyth	150	0	0
,,	Arngask	2,466	0	0
,,	Killin	560	0	0
,,	Kinloch-Rannoch	550	0	0
,,	Moulin	475	0	0
Renfrew	Cathcart	26,720	0	0
,,	Renfrew (Landward)	4,970	0	0
Ross	Cromarty	155	0	0
,,	Lochalsh	1,140	0	0
,,	Nigg	200	0	0
,,	Rosemarkie	750	0	0
,,	Rosskeen	790	0	0
,,	Stornoway	950	0	0
Shetland	Walls, Sandness, Papa and Foula	600	0	0
Stirling	Falkirk (Burgh)	520	0	0
,,	Falkirk (Landward)	1,000	0	0
,,	Logie	1,020	0	0

County.	Board.	Amount.
		£ s. d.
Sutherland - - -	Durness - - - - - -	350 0 0
„ - - -	Kildonan - - - - -	400 0 0
„ - - -	Lairg - - - - - -	271 10 0
	TOTAL - - -	390,468 10 0

TRANSFER sanctioned under SECTIONS 38 and 39 of the EDUCATION (SCOTLAND) ACT, 1872, during the Year ended 31st March, 1905.

Board.	School.	Date of Sanction.
Urquhart (Elgin) - -	Leuchars School - -	5th July 1904.

SCHOOLS RECOGNISED UNDER SECTION 67 (2) OF THE EDUCATION (SCOTLAND) ACT, 1872, SINCE THE PUBLICATION OF LAST REPORT.

County.	Name of School.
Ayr - - - - - -	Kilwinning, St. Winning's R.C.
Haddington - - -	Tranent, St. Martin's R.C.
Lanark - - - - -	Glasgow, St. Martin's R.C.

Grants were promised on the ground that no sufficient provision existed for the children for whom the schools were intended, regard being had to the religious belief of their parents.

County.	Name of School.
*Inverness - - - -	Small Isles, Rum School.
Sutherland - - -	Golspie, Sutherland Technical Higher Grade School.

Grants were promised on the ground that the schools were specially required in the locality where they are situated.

* Formerly under the management of the School Board. Now recognised part of the available school supply of the district.

CODE (1905)

FOR

DAY SCHOOLS.

NOTE.

The subject matter of Chapters III. and IV., and of the 1st and 2nd Schedules of the Code, is at present under Their Lordships' consideration, and consequently those parts of the Code are to be regarded as provisional only.

The alterations introduced in the remaining Chapters of the Code do not involve any material change in existing practice.

CODE (1905)

OF THE

SCOTCH EDUCATION DEPARTMENT

FOR DAY SCHOOLS.

CHAPTER I.

PRELIMINARY.

1. A sum of money is annually granted by Parliament "For public "Education in Scotland." Articles 1-6 (*b.*).

2. This grant is administered by the Scotch Education Department,* herein-after called the Department.

3. The object of the grant is to aid local exertion, under certain conditions, in—

(*a.*) maintaining schools for children (Article 6); and

(*b.*) training teachers (Article 83).

4. Aid to maintain schools is given by annual grants conditional upon the attendance and proficiency of the scholars, the qualifications of the teachers, and the state of the schools.

5. These grants are made,—

(*a.*) "To any school board for and in respect of the public schools under their management."

(*b.*) "To the managers of any school which is, in the opinion of the Department, efficiently contributing to the secular education of the parish or burgh in which it is situated." (Education (Scotland) Act, 1872, sec. 67 (2.).)

6. In every school, or department of a school, in respect of which grants are made, the following regulations must be strictly observed:—

(*a.*) "The school shall be open to children of all denominations, and any child may be withdrawn by his parents from any instruction in religious subjects and from any religious observance in any such school; and no child shall in any such school be placed at any disadvantage with respect to the secular instruction given therein by reason of the denomination to which such child or his parents belong, or by reason of his being withdrawn from any instruction in religious subjects."

(*b.*) "The time or times during which any religious observance is practised or instruction in religious subjects is given at any meeting of the school for elementary instruction shall be either at the beginning or at the end, or at the beginning and at the end, of such meeting, and shall be specified in a table approved of by the Scotch Education Department." (Education (Scotland) Act, 1872, sec. 68.) *See* Article 19 A. 8. (*b*).

* "The term 'Scotch Education Department' shall mean The Lords of any Committee of the Privy Council appointed by Her Majesty on Education in Scotland" (Education (Scotland) Act, 1872, s. 1).

Articles 6 (c.)-13.

(c.) The education given must consist chiefly of elementary instruction.

(d.) The ordinary payments in respect of the instruction, from each child, must not exceed ninepence a week on the average number on the books.

The "ordinary payment" will, as a rule, be found by dividing the total amount of fees payable for any week by the number of scholars on the registers for that week.

No school shall be eligible for grants if—

(a.) the average fee exceeds ninepence a week, or

(b.) more than one-third of the scholars in it pay fees exceeding ninepence a week.

Compulsory payments for books or material must be included in reckoning the fee.

7. No grant is made for or in respect of—

(a.) Instruction in religious subjects (Education (Scotland) Act, 1872, sec. 67 (a.)).

(b.) A school established after the passing of the Education (Scotland) Act (6 *August*, 1872), unless the Department shall after due inquiry be satisfied that no sufficient provision exists for the children for whom the school is intended, regard being had to the religious belief of their parents, or that it is otherwise specially required in the locality where it is situated (*ibid.*, sec. 67 (b.)).

(c.) Higher class public schools (*ibid.*, sec. 62-64).

8. Officers are employed to collect information, to examine whether the conditions required to be fulfilled by a school in order to obtain an annual parliamentary grant have been fulfilled, and to report the results to the Department, with whom it rests finally to determine whether these conditions have been fulfilled.

9. These officers are inspectors appointed by His Majesty on the recommendation of the Department, sub-inspectors, and persons employed by the Department, as occasion requires, in the capacity of acting inspectors, inspector's assistants, or auditors of accounts.

10. No grant is paid except on a report from one of such officers unless some unforeseen cause (such as a continued epidemic) makes it impossible for the inspector to visit and report upon the school.

The inspector may delegate to an assistant the duty of examining into the attendance and proficiency of the scholars.

11. The Department, at the time of agreeing to place a school on the list of those to which grants may be made, shall assign to the school a school year on the termination of which grants shall be conditionally due. Notice will be given of any change in the school year.

12. An inspector or sub-inspector may visit any public school, or other school subject to inspection, at any time without notice.

13. Grants are issued to each school only once per annum, as soon as may be after the close of the school year.

14. No school is placed on the list for inspection (Article 11) till an application has been addressed to the Secretary, Scotch Education Department, Dover House, Whitehall, London, S.W. Articles 14-17 (*a.*).

Full instructions are thereupon issued according to the particulars of the case.

15. The managers of a school must appoint a correspondent with the Department, and must give notice to the Department of any change of correspondent.

(*a.*) Teachers cannot act as managers of, or correspondents for, the schools in which they are employed, nor can they be recognised by the Department as clerks, or treasurers, of school boards, unless very special grounds can be shown for their holding such appointments.

(*b.*) The term managers includes,—

1. The School Board of any burgh or parish.
2. The managers of a public school appointed by a School Board under section 22 of the Education (Scotland) Act, 1872, or in terms of the Minute of the Scotch Education Department of the 4th March 1895.
3. The managers of any school to which grants are made pursuant to Article 5 (*b*).

16. *Lapsed Article.*

CHAPTER II.

GRANTS TO DAY SCHOOLS.

Preliminary Conditions.

17. Before any grant is made to a school (Article 4) the Department must be satisfied that—

(*a.*) The school is conducted in accordance with the terms of Article 6; and no child is refused admission on other than reasonable grounds.

(*b.*) The school must not be conducted for private profit, and must not be farmed out by the managers to the teacher. The managers must be responsible for the payment of teachers and all other expenses of the school.

(*c.*) The premises are healthy, well lighted, cleaned, warmed, drained, and ventilated, properly furnished, supplied with suitable offices, and contain sufficient accommodation for the children attending the school.*

* In administering this article the Department will endeavour to secure at least 80 cubical feet of internal space, and 8 square feet of area, for each child; but in schools erected, since the 1st January 1874, with the aid of a building grant or loan, the average attendance should not exceed the number of children for whom the plans were approved by the Department. There should be exhibited in each classroom, or room in which instruction is habitually given, a placard showing the accommodation of the room calculated in accordance with the foregoing rules.

Articles 17 (*d.*)-19.

(*d.*) The principal teacher is certificated (Article 42), and is not allowed to undertake duties, not connected with the school which occupy any part whatever of the school hours, or of the time appointed for the special instruction of pupil-teachers (Schedule II. 5).

(*e.*) Due notice is given to the Department of any changes in the school staff (Article 39) which occur in the course of the year.* The *first* grant to a school is, as a rule, computed from the date at which (1) the appointment of a certificated teacher is notified to, and approved by, the Department; *or* (2) the acting teacher passes the examination for a certificate (Article 44).

(*f.*) All returns called for by the Department, or by Parliament, are duly made; the admission and daily attendance of the scholars carefully registered by, or under the supervision of, the teacher (Article 67); accounts of income and expenditure accurately kept by the managers, and duly audited; and all statistical returns and certificates of character (Articles 67, 70 (*e*), and 80) may be accepted as trustworthy.

(*g.*) Three persons have designated one of their number to sign the receipt for the grant.

Exception :—

The treasurer of a school board signs the receipt for grants to schools under the management of the board, not being schools in which the Minute of the 4th March 1895 is applied.

(*h.*) The income of the school is applied only for the purpose of† public or State-aided schools.

18. The grant may be withheld, if, on the inspector's report, there appears to be any serious *primâ facie* objection. A further inspection, by a Chief Inspector, is made in every such instance, and if the grant be finally withheld, a special minute of the case is made and recorded.

Conditions and Amount of Grants.

19. In this article the following normal organization of a school is contemplated :—(*a*) Infant Division, providing instruction suitable for children under 7 years of age; (*b*) Junior Division—Instruction suitable for children between the ages of 7 and 10; and (*c*) Senior Division—Instruction suitable for children between the ages of 10 and 12. Liberty of classification irrespective of age is permitted, provided that the Inspector is satisfied generally as to the reasons for the retention of children over 7, and of children over 10, in the Infant and Junior Divisions, respectively.

Pupils of the Senior Division who satisfy the conditions of Article 29. I. may be taught in "Supplementary Courses" or "Higher Grade Departments," but grant at the rates specified in Article 21 and Chapter IX. will only be payable on the attendances of children over 12 years of age.

* In view of the provisions of the Elementary School Teachers (Superannuation) Act, 1898, attention to this rule is specially necessary in the case of certificated teachers.

† *See* Elementary Education Act, 1876, sections 20 and 53. Any income from endowment, if spent according to the terms of the trust, is not affected by this rule.

The arrangement of work within each division and the classification of the children may vary according to the circumstances of schools, but shall be such as are fitted to secure the standard of attainment specified in Article 29. I. by easy gradations. The classification should be such as to afford due opportunity for promotion, and promotion in one subject, *e.g.*, Reading, should not be made dependent on proficiency in another, *e.g.*, Arithmetic. Articles 19 A 1-4 (*b.*).

To the managers of a school which has met not less than four hundred* times in the morning and afternoon in the course of a year as defined by Article 11, grants† will be made at the end of the year on the conditions detailed in Section A. following, and at the rates specified in Section B.

A. 1. That the organization of the school both as to Divisions and the classification within the Divisions is satisfactory.

2. That all reasonable care is taken, in the ordinary management of the school, to bring up the children in habits of punctuality, of good manners and language, of cleanliness and neatness, and also to impress upon the children the importance of cheerful obedience to duty, of consideration and respect for others, and of honour and truthfulness in word and act.

3. That a satisfactory education is given to the children according to a scheme for each of the three Divisions, submitted to and approved by the Inspector.

4. This scheme of work shall, in all cases, and for all Divisions, make provision for:—

(*a*) Adequate physical exercise according to an approved system.‡

(*b*) For the instruction of girls in Needlework, in general accordance with the scheme set forth in the Third Schedule of the Code, in such manner that the girls to be presented to the Inspector in terms of Article 29.I. shall be able to perform any of the exercises set down for the Senior Division in that schedule.

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* *Exceptions*:—

i. If a school is employed for the purpose of taking the poll at a Parliamentary election, under Section 6 of the Ballot Act, 1872, or at an election for a County Council in terms of section 30 (sub-section 5) of the Local Government (Scotland) Act, 1889, or at an election for a Parish Council under the Local Government (Scotland) Act, 1894, or at a Municipal Election under the Municipal Elections (Scotland) Act, 1897, the number of meetings during which the managers are deprived of the use of the school, *solely* in consequence of its being so employed, may, *if necessary*, be counted in making up the 400 meetings of the school.

ii. If a school claiming annual grants for the first time has not been open for the whole year (Article 13); *or*, if a school has been closed during the year, under medical authority, as necessary to prevent the spread of epidemic disease, or for any unavoidable cause, intimation having been duly given to the Department at the time, a proportionate reduction is made from the number of meetings (400). If the school is closed on account of epidemic, or other unavoidable cause for x weeks, the number of meetings required will be $\frac{46-x}{46} \times 400$. (*See* Article 30.)

iii. If a section only of the school has been closed under medical authority, the average attendance may be calculated separately for that section, the proportionate reduction specified under this footnote being made from the number of meetings in respect of the section so closed, and the average attendance for the rest of the school being calculated in the ordinary way.

† All grants under this article, as well as any other grants which may be made under this Code, will be subject to the deductions made under the Elementary School Teachers (Superannuation) Act, 1898, Section 1 (2) (*b*), and the rules prescribed under that Act, in respect of any teacher employed in or in connection with the school.

‡ The system of physical exercise should, as far as possible, follow the lines of the new Model course.

Articles 19 A 4 (c.)-7 (c).

(c.) For the instruction of the scholars in Singing by note, except where the Inspector, after due inquiry, shall, in a special report stating the circumstances of the case, recommend that this condition be not insisted upon.

(d.) For the instruction of the scholars in Drawing (whether with or without Manual occupations) according to a scheme prescribed or approved by the Department, except where the Inspector, after due inquiry, shall, in a special report stating the circumstances of the case, recommend that this condition be not insisted upon. Ignorance or want of expertness in drawing on the part of a teacher in charge of a school who is under 40 years of age shall not, after a year's notice, be a reason for exemption from the provisions of this section unless the Inspector shall report that such teacher has no reasonable opportunity for obtaining further instruction in this subject.

(e.) For the committing to memory by the scholars of pieces of poetry of literary merit. This shall be a regularly recurring exercise provided for in the Time-table, but no set number of lines is prescribed.

5. The scheme of instruction shall further and principally make provision for the instruction of the scholars in the three subjects of reading, writing and arithmetic, according to the degree of advancement suitable to the capacity of each scholar.

6. The scheme of instruction for the Junior Division shall in addition make provision for the following :—

(a.) Nature Knowledge—the acquisition by the children, by means of observation and enquiry, of a knowledge of common objects, natural phenomena, and the surroundings of the school.

(b.) Practice in speaking English, based upon the preceding and upon the lessons of the reading book.

(c.) First notions of Geography.

7. In the Senior Division, instruction in the foregoing subjects (Section 6) shall be continued and amplified as follows :—

(a.) Nature Knowledge—direct experimental knowledge of the standards of measure and weight,* practice in applying them, in representing them to scale, and in making simple calculations resulting therefrom ; some acquaintance with the natural features, the plant life, the industries and the productions, of the district.

(b.) English—practice in describing, orally and in writing, actual observations and experiences, and in re-producing the substance of a reading lesson studied beforehand ; some knowledge of the structure of English sentences, of the functions of words, and of the related meaning of words from the same root.

(c) Geography—The Elements of Physical Geography. An outline knowledge of the main divisions of the world, with a more detailed knowledge of Europe and a further study of the British Isles and of the Colonies.

* For this purpose simple balances and examples of the common standard weights and measures should be provided, and should be made available for the use of the children.

(*d.*) There shall also be added some knowledge of British History, advancing from an outline knowledge of the main periods to a more detailed study year by year. One of the reading books in use in the Senior Division must be a manual of History, suitable for use as a reading book in that division of the school. **Articles 19 A 7 (*d.*)-19 B 1 (*a.*).**

8. Managers shall submit to H.M. Inspector for approval before the beginning of the working school year:—
   (*a.*) A scheme of the work of each Division in accordance with the foregoing requirements; and
   (*b.*) A time-table showing the classification adopted in each Division, and the time allotted to each main head of the instruction.

   These documents, when approved by H.M. Inspector, shall be signed by him and returned to the school.

9. Deviations from the time-table of a minor or temporary character shall be recorded in the log-book, but when such changes are extensive, fresh time-tables should be submitted to H.M. Inspector, who may also call for a revision of the time-table at such intervals as he may think necessary.

10. At least 14 days' notice should be given to H.M. Inspector of the intended closing of the school on account of local holidays, or other causes, and intimation of the closing of the school on account of an epidemic should be made at as early a date as possible. Notice should also be given of the beginning and end of any vacation.

11. In each class a record of work done in each subject shall be kept in such detail as shall show the previous course of instruction at any time throughout the year. Any examination of a class which an Inspector may institute at any of his visits in order to satisfy himself as to the efficiency of the work, shall be based upon this record, and shall not have reference to any other standard of examination. But the Inspector shall report cases where the advancement of the instruction, having regard to the age and capacity of the children, seems inadequate, and may call for a revision of the time-table and scheme of work.

B. 1. When it appears from the report of the Inspector who has visited the school at any time during the school year, that the foregoing conditions have been observed, and that the school is maintained in a state of satisfactory efficiency, the following grants may be made:—
   (*a.*) On the average number in attendance* throughout the year of children under seven years of age, a *normal* grant of 18*s.*

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* The average attendances which are here taken as a basis for calculating grants are not those of the actual divisions of the school for purposes of instruction, though it is expected that there should be, as a rule, a general correspondence between them. When for purposes of instruction the inclusion of Infants in the Junior Division has been sanctioned the grants shall nevertheless be paid as in this section.

For the purposes of this grant the attendances of a child who becomes seven (or ten) during the first six months of the school year shall be registered under (*b*) or (*c*) respectively throughout the year; but if he does not reach the age stated till the second half of the school year his attendances shall continue to be registered under (*a*) or (*b*) respectively throughout the year.

Articles 19 B 1 (*b*.)-19 B 6.

(*b*.) On the average attendance* of children between seven and ten, a *normal* grant of 20*s*.

(*c*.) On the average attendance* of children over 10 years of age for whom grant is not claimed under the provisions of Article 21 or Chapter IX., a *normal* grant of 22*s*.

2. The normal rates of grant under Article 19 B. 1, may be increased by 6*d*. on account of exceptionally meritorious work in the corresponding Division of the school. An Inspector, in recommending this increase (which shall not be made unless the arrangements for physical exercise are satisfactory), shall specify in detail the grounds of his recommendation.

3. The normal rate of grant for any Division may be diminished by 6*d*. on account of defects in organization and classification (Article 19 A. 1), or in instruction under any of the heads 19 A. 4–7, and by 1*s*. for any observable neglect of the requirements of Article 19 A. 2, or for the omission of any essential portion of the approved curriculum. More serious defects will be visited by deductions from the grant under the provisions of Article 32 (*b*).

4. Where efficient instruction in Drawing is given by teachers recognised by the Department as qualified to give instruction in the subject, for at least 1½ hours a week throughout the year, in accordance with the scheme outlined in Schedule IV., or some other scheme, details of which have been submitted to and approved by the Inspector on behalf of the Department, a further grant may be made in respect of that instruction, as follows :—

On the average number in attendance throughout the year :

(*a*) of children between seven and ten, 1*s*. 6*d*.

(*b*) of children over ten years of age for whom grant is not claimed under the provisions of Article 21 or Chapter IX., 1*s*. 9*d*.

The foregoing rates may be increased by 3*d*. in respect of the corresponding Division of the school when it appears from the report of the Inspector that the children, in addition to being taught Drawing satisfactorily, receive efficient training in an appropriate progressive course of simple exercises of hand and eye.

N.B.—This Drawing grant is not taken into account in making a reduction under Article 32 (*a*).

The exceptional efficiency of the Drawing instruction in the school is one of the grounds on which an increase of grant under Article 19 B. 2 may be recommended.

5. Where there is a separate Department, and a separate certificated teacher for the Infant Division, and that Division is taught in accordance with Infant School methods, in rooms properly constructed and furnished for such instruction, the normal rate of grant for the children under seven years of age under Article 19 B. 1. (*a*) may be increased by 1*s*.

6. To the foregoing rates of grants specified under Article 19 B. 1, there shall be added in any parish (or burgh in which the population does not exceed 10,000) in the counties of Inverness, Argyll, Ross, Sutherland, Caithness, and Orkney and Shetland, where the average attendance exceeds 65 per cent. but does

* See footnote on preceding page.

not exceed 70 per cent. of the average number* of children whose names are entered on the school register, 1*s.*; where the average attendance exceeds 70 per cent. but does not exceed 75 per cent. of such number 2*s.*; where the average attendance exceeds 75 per cent. but does not exceed 80 per cent. of such number, 3*s.*; where the average attendance exceeds 80 per cent. of such number, 4*s.*†; and that in respect of each division.

7. In the counties specified in the foregoing section, if the infants and children in the Junior Division are partly taught by a Gaelic-speaking pupil-teacher whose services are not required under Article 32 (*c*) in respect of the average attendance at the school, the rate of the grants under Article 19 B. 1 (*a*) and (*b*) may be increased by one shilling.

C. (*Lapsed Article*).

D. In addition to the grant under Article 19 B., a special grant‡ of 10*l.* (or 15*l.*), may be made subject to a favourable report from the Inspector, if the population within two miles, by the nearest road, from the school is less than 300 (or 200) souls, and there is no other public or State-aided school recognised by the Department as available for that population.

N.B.—This special grant is not taken into account in making a reduction under Article 32 (*a*).

(*a.*) In thinly-peopled districts where the number of scholars that can be brought together at one centre is less than 20 (or where it can be proved to the satisfaction of the Department that any slight excess beyond this number is not likely to be permanently maintained), children under 10 years of age living more than two miles and children over 10 years of age living more than four miles from any aided school, or separated from it by the sea, may be instructed at their own homes, or elsewhere, by a teacher approved by the Inspector, and working under the supervision of the certificated teacher of a school to which grants are made. If these scholars, having been so instructed on 60 days in the year, are presented to the inspector at the central school, or at some other place approved by the Department, on a date of which due notice will be given, a grant may be made of

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* This average is found by dividing the sum of the numbers remaining on the school register at the end of each week (to be duly noted at the time) by the number of weeks during which the school has met.

† The special rates of payment will not be payable if it appears to the Department that the school board are failing to take all reasonable means to secure the regular attendance at school of all children of school age within the School Board District. For the purpose of calculating the percentage of average attendance to the number on the school register, the additional attendances allowed under Art. 23 (*b.*) are not included.

The names of scholars temporarily absent owing to sickness must be retained on the register unless the sickness has been certified on medical authority to be of an epidemic character or such as necessarily to entail prolonged absence from school.

‡ *See* Elementary Education Act, 1876, sections 19 (2 and 3) and 53.

Articles 19 D (*b.*)-19 E.

17*s.* for each child under 10 years of age on the last day of the school year, and of 18*s.* for each child who is over 10 years of age at that date, provided that the Inspector reports that each child is being satisfactorily instructed in the subjects of Article 19 A. 5, 6, and 7, and, if a girl, has been duly instructed in needlework.

(*b.*) When the number of scholars so instructed, at more than one centre, by one or more such teachers, and presented to the Inspector, reaches 15, the managers may claim a grant of 10*l.* in addition to the amount earned by examination.

If registers of attendance are regularly kept, the average of such scholars (Article 26) will for the purposes of the calculation of the grant in relief of fees (Chapter VIII.), of the special grant payable under Section 67 of the Education (Scotland) Act, 1872, and Section 1 of the Education (Scotland) Act, 1897, and of the General Aid Grant be deemed average attendance at a school conditionally entitled to share in the Parliamentary grant for Education.

E. A grant* will be made at the following rates per annum (or proportionately for part of a year) in respect of each pupil-teacher† required by Article 32 (*c.*), or in any of the counties of Inverness, Argyll, Ross, Sutherland, Caithness, and Orkney and Shetland, although not so required, employed in giving bilingual instruction to Gaelic-speaking children,‡ the arrangements for whose instruction are approved by the inspector, after such examination as he may hold under Article 70 (*d*) 4, and who passes the examination at the end of the second year, or obtains a place in the first or second class in the King's Scholarship Examination (Article 92):—

1st Year.	2nd Year.	3rd Year.§	King's Scholarship Examination.
2*l.*	2*l.* 10*s.*	2*l.* 10*s.*	5*l.* (1st class). 4*l.* (2nd class).

* Attendances of pupil-teachers at Supplementary Courses or in Higher Grade Schools, may, with the previous sanction of the Department, be registered along with those of other pupils for such time as they attend, and reckoned for the purpose of claiming Grants under Article 21 or Chapter IX. of the Code. Not more than five attendances a week may be registered for each pupil-teacher.

† This grant must in the first place be employed to provide such text-books and works of reference as are required for the instruction of the pupil-teachers, or in providing for them additional educational advantages beyond the instruction provided for in paragraph 5 of Schedule II. The remainder, if any, should be divided between the teacher and pupil-teachers in such proportion as the managers may determine.

‡ This payment applicable to the specified counties shall not be claimable in respect of more than one pupil-teacher in each school.

§ In the case of pupil-teachers who take the King's Scholarship Examination at the end of the 3rd year, the only grant payable for that year will be the one dependent on the result of the examination.

F. Where the Department are satisfied that by reason of a notice of the Sanitary Authority under Article 30 or any provision of an Act of Parliament requiring the exclusion of certain children, the average attendance has been seriously diminished and that consequently a loss of annual grant would, but for this Article, be incurred, the Department have power to make a special grant not exceeding the amount of such loss in addition to the ordinary grant. **Articles 19 F. 21.**

20. I. For each blind or deaf-mute scholar in a day school, or in any institution for the education of blind or deaf-mute children, approved by the Department, grants may be allowed—

(*a.*) At the rate of 3*l.* 3*s.* a year if such scholar has been instructed in elementary or class subjects and his attainments are found to be satisfactory, regard being had to his necessary disqualifications.

(*b.*) At the rate of 2*l.* 2*s.* a year if such scholar has received satisfactory instruction and made satisfactory progress in some course of manual instruction approved by the Department.

II. (*a.*) Where provision, satisfactory to the Department, is made for the instruction of "defective" or "epileptic" children* in special classes (limited to 20 pupils), specially reserved for such children, under teachers specially approved by the Department for the purpose, the grant under Article 19 B. 1. (*b.*) and (*c.*) may be allowed as for an average attendance of 50, or any less number that the Department, having regard to the circumstances of the case, may determine.

(*b.*) Application shall be made to the Department beforehand for the recognition of any such special class, and a separate return of the attendances thereat shall be made.

(*c.*) No child shall be admitted to the special class except upon the certificate of a duly qualified medical practitioner, approved by the Department, that the child in question is "defective" or "epileptic," and provision must be made for the subsequent medical examination of the children at such intervals as the Department may approve.

21. Where the scholars who have been enrolled in supplementary courses† with the approval of the Inspector (Article 29. I.) are suitably instructed singly, or collectively in classes of not more than 40, in the subjects of the Fifth Schedule and according to one of the courses of study outlined in the Sixth Schedule, or according to any alternative scheme ‡ specially submitted to and approved by the Inspector,

* By "defective" children shall be understood children who, not being imbecile, and not being merely dull or backward, are defective, that is to say, children who, by reason of mental or physical defect, are incapable of receiving proper benefit from the instruction in the ordinary public elementary schools, but are not incapable by reason of such defect of receiving benefit from instruction in such special classes as are mentioned in this article. By "epileptic" children shall be understood children who, not being idiots or imbeciles, are unfit by reason of severe epilepsy to attend the ordinary public elementary schools.

† See Circular Letter Number 374 of date 16th February, 1903.

‡ In rural schools, such schemes may provide for the instruction of selected pupils in one or more languages in addition to the subjects of the supplementary course, or in substitution for subjects under Schedule V. B, or Schedule VI. to such extent as may be sanctioned by the Inspector. Certification as to the degree of a pupil's proficiency in any language may be obtained by presentation at the Leaving Certificate Examination, and no entry as regards languages will be made on the Merit Certificate.

Articles 21 (a.)-(e.) (2) on behalf of the Department, a normal grant may be made of 50*s.* on the average attendance of children over twelve years of age enrolled in such courses. This grant may be increased in cases of exceptional efficiency by one-tenth, and may be diminished by one or more tenths, for faults of discipline or instruction, for the omission of any essential portion of the approved curriculum, or (after due notice) for failure on the part of the managers to supply such equipment as may be necessary for the proper conduct of the work.

(*a.*) Grants cannot be claimed both under this Article and under Article 19 in respect of the same scholars, but where the Inspector is of opinion that the requirements of this Article as regards pupils enrolled in the supplementary course are not fulfilled, he may nevertheless recommend a grant on their account as if they formed part of the Senior Division of the school. Attendances of pupils under twelve years of age enrolled in the supplementary course shall be paid for at the rate allowed for the Senior Division of the School.

(*b*) Grants will also be made for attendance of scholars (being over twelve years of age *) at approved courses of practical instruction, as follows:—

(1.) For attendance at a course of lessons in Experimental Science, at the rate of 12*s.* 6*d.* per 100 hours' attendance.

(2.) For attendance at a course of Manual Instruction or for the attendance of girls at lessons in Cookery, Laundry Work, Dairying, Dressmaking, or practical Household Economy, at the rate of 8*s.* 4*d.* per 100 hours' attendance.

The hours of attendance on which grant is claimed under this sub-section must not exceed a reasonable proportion of the total number of hours of instruction, and the Department reserves the right to disallow or to pay at a reduced rate attendances which are deemed to be excessive. An estimate of the probable number of hours of instruction must be submitted to H.M. Inspector beforehand for approval.

(*c.*) As a condition of the grants referred to in the foregoing sub-section the Department must be satisfied:—

(1.) That the accommodation provided for the purpose of any form of practical instruction is sufficient and suitable.

(2.) That the lessons are given by properly qualified instructors†, and are, as a rule, of not less than 1½ hours' duration in each case.

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* See Article 29. 1. For the purpose of these grants, a pupil may be taken to be twelve years of age at the "fixed date" (preceding or succeeding) which is nearest to his twelfth birthday.

† A teacher of Cookery under this section must as a rule hold a certificate from a Training School of Cookery recognised by the Department.

A teacher of Woodwork and Metal-work must as a rule hold the teacher's certificate in these subjects of the City and Guilds of London Institute, of the Educational Handwork or Sloyd Association of Scotland, of the Board of Examinations for Educational Handwork, or of some other recognised examining body whose requirements, standard of examination, and mode of conducting the examination, are for this purpose approved by the Department. But in these and other subjects of practical instruction the Department may in special circumstances recognise teachers whose competence is otherwise proved to the satisfaction of the Department.

(3.) That lessons for which these grants are claimed consist mainly of individual work on the part of the pupils, properly directed and supervised, and in general accordance with a scheme of work determined beforehand. No payment will be made on account of the attendances of pupils at any of these courses of instruction for more than one year unless the scheme of work provides for different and more advanced exercises in each successive year. **Articles 21 (c.) (3)-23 (c.)**

(4.) That, as a rule, not more than 18 pupils are taken at a time for a practice lesson by any one teacher.

(5.) But demonstration lessons in Cookery or in other subjects of practical instruction in which demonstration lessons are necessary or useful, may be reckoned as lessons for the purposes of this grant to a number not exceeding half of the total number of lessons given, provided that attendance at such demonstration lessons shall not be reckoned for more than 54 pupils at a time.

22. Where in any parish (or burgh in which the population does not exceed 10,000), in one of the counties of Inverness, Argyll, Ross, Sutherland, Caithness, and Orkney and Shetland, there shall be maintained at one or more centres sanctioned by the Department, a school in which at least one teacher shall be certified by the Inspector to be qualified to give efficient instruction in the subjects of the approved curriculum, and where, independently of such teacher, there shall be provided a staff which, after a deduction of 30 scholars from the average attendance, shall fulfil the requirements of Article 32 (*c*), to such a school a further grant may be made of 6*s*. calculated on the average attendance of the pupils over 10 years of age.

Calculation of Attendance.

23. Attendance at a morning or afternoon meeting may not be reckoned for any scholar who has been under instruction in secular subjects less than two hours,* or in an Infant School, an Infant Division, or class for Defective Children (Article 20 II.), one hour and a half †;

(*a*) Between the 1st of November and 1st of April, two attendances may be registered for any scholar who has been under secular instruction for four hours, in the morning and afternoon taken together.

(*b*) Two consecutive hours are reckoned as an attendance and a half in the case of—

(1.) Scholars who are employed under any half-time Act.

(2.) Scholars residing two miles or upwards from a suitable State-aided school.

(*c.*) No additional attendances shall be reckoned under sub-section (*b*) of this Article for any scholar who has not attended at least 200 times in the course of the school year; and the additional attendances shall be limited to such a number as, when added to the number of actual attendances, will give a total equal to three-fourths of the number of attendances which such scholar could have made during the year.

* This may include an interval of 15 minutes for recreation during a meeting of 3 hours, or 5 to 10 minutes in a shorter meeting.

† Not including any time allowed for recreation.

Articles 24-29 I. (*b.*)

24. Attendance of scholars at approved forms of physical exercise, or swimming lessons, under a competent instructor, or at any other form of instruction provided for in the time-table and approved by the Inspector as being of the nature of, or contributing to the efficiency of, the instruction under Article 19 A. 4, 5, 6, and 7 may be counted as school attendance for such number of hours as is shown in the time-table approved by the Inspector.

Should it be desired to count as school attendance attendance at special lessons occurring irregularly, and not provided for in the time-table, due notice of the time and place of such lessons shall be given to the Inspector, and his approval obtained. Sanction under this Article for visits to museums, or for any form of out-door lessons, will not, as a rule, be given, except in the case of approved forms of physical exercise, for more than 18 scholars at a time, under the charge of one teacher.

25. Attendances may not be reckoned for any scholar in a day school under 3 or above 18 years of age.

26. The average number in attendance for any period is found by adding together the attendances of all the scholars for that same period, and dividing the sum by the number of times the school has met within the same period; the quotient is the average number in attendance.

27. *Lapsed Article.*

28. *Lapsed Article.*

29. I. A scholar who in the ordinary course of school promotion has been placed in the highest class of the Senior Division of the School, and has been in regular attendance at that class for not less than six months, upon being certified by the teacher of the class and by the headmaster of the school to be of good proficiency in the work of the class, may be presented to the Inspector for approval of his enrolment in a supplementary course (Article 21) or a Higher Grade Department (Chapter IX.), and the Inspector may, if he is satisfied that the work of the class shows sufficient advancement, and after such examination of individual candidates as he may think fit, authorise such enrolment for the purpose of the award of a grant under Article 21 or Chapter IX. of the Code.* Provided always, that it shall be in the power of the Inspector to withhold such authorisation as regards the whole of the candidates, upon any sufficient evidence that due care has not been exercised in the promotion of scholars in the various classes of the school, or that the selection of candidates for presentation under this Article has been improperly or carelessly made.

A pupil presented as aforesaid will be expected—

(*a.*) To read at sight, with good pronunciation and with intelligent phrasing, narrative prose of moderate difficulty.

(*b.*) To write to dictation with good spelling and legible and regular hand-writing, a narrative passage previously unseen.

* Enrolment for the purposes of these grants must be made from certain fixed dates (not more than three) proposed by the Managers and sanctioned by the Department. These dates, when selected, must be adhered to for a series of years. In default of any special application by Managers, these dates will be taken to be the 1st of August, 1st of January, 1st of April, or the next following days on which the pupil is in attendance.

Pupils may be enrolled at these dates after approval by the Inspector, and pupils who are otherwise qualified, except as regards approval by the Inspector, may be provisionally enrolled subject to confirmation by the Inspector at his next visit. Managers will be responsible for directing the attention of the Inspector to any cases of provisional enrolment since the date of his preceding visit, and no such enrolment will be deemed to be valid except when in accordance with a schedule signed by him.

(*c.*) To answer questions as to the subject matter of and the meaning of words and sentences in the reading books in use in the class; these answers, when necessary, to be expressed in complete sentences or in a consecution of sentences. Articles, 29 I. (*c.*)-32 (*a.*).

(*d.*) To write a composition, the heads being given, or to give in writing the substance of a passage read.

(*e.*) To know the four rules of arithmetic as applied to whole numbers, easy vulgar fractions, and decimals to three places, and to be expert in applying this knowledge to the calculation, both mentally and on paper, of simple sums in money and in the common weights and measures.

(*f.*) To be reasonably proficient in the other subjects included in the approved scheme of work of the class.

II. A Certificate of Merit will be granted to any scholar over fourteen years of age at a certain fixed date* who, after enrolment in a supplementary course of study with the approval of the Inspector, as aforesaid, has followed that course for not less than a year, remains at school till the said fixed date, is certified by the headmaster to be of good character and conduct, and is shown to the satisfaction of the Inspector to have made good progress in the studies of the approved course. Each pupil enrolled in a supplementary course shall keep an individual record of the work done by him, to be submitted to the Inspector for verification and test at any of his visits, and being vouched for by the teacher, to be made the basis of entry upon the merit certificate.

30. If the sanitary authority of the district in which the school is situated, or any two members thereof, acting on the advice of the Medical Officer of Health, require either the closure of the school in whole or in part or the exclusion of certain children for a specified time, with a view to preventing the spread of disease or any danger to health likely to arise from the condition of the school, such requirement must at once be complied with, but after compliance appeal may be made to the Department if the requirement is considered unreasonable.

31. *Lapsed Article.*

Reduction of Grant.

32. The amount which may be claimed by the managers (Articles 19, 21, and 22, and Chapter IX.) may be reduced,†—

(*a.*) If it exeeeds 17*s.* 6*d.* per scholar in average attendance during the year (Article 11), by its excess above the income‡ of the

* See preceding note to this Article. For the purpose of the award of a Merit Certificate, a candidate may be taken to be 14 at the "fixed date" preceding or at that succeeding his fourteenth birthday, whichever is the nearer. Intimation should be made to the Inspector on the appropriate form at the beginning of each term, of any candidates to whom it is proposed to award certificates at the close of that term, and if the Inspector signifies that he will be unable to visit the school during that term, exercise books and any other available evidence of the candidates' proficiency must be forwarded to him, together with the schedules containing the teacher's recommendations, for his consideration and decision as to the award of certificates. Managers will be responsible in all cases for due presentation of the evidence of proficiency, and for obtaining the Inspector's confirmation of the proposed award of certificates.

† The conditions of this Article do not apply to grants under Article 19 D. or Article 20, nor to the grants for drawing under Article 19. B. 4.

‡ *See* Elementary Education Act, 1876, sections 19 (1) and 53. This may include part of the salary of an organizing teacher, or of a teacher of Gaelic, drill, cooking, or any other special subject, employed by the managers of several schools, or a small expenditure on a school library; but not expenditure on Sunday schools or on such items as school treats, clothing, money prizes, interest on, or repayment of, loans (Education (Scotland) Act, 1872, § 45), or any outlay on the premises beyond the cost of ordinary repairs or any outlay for other purposes not recognised by the Department as educational.

Articles 32 (*b.*)-(*c.*)

school from all sources whatever, other than the grant; *provided that* this reduction does not bring the grant below 17*s.* 6*d.* per scholar.

Exception:—

In any *parish* (not burgh) in the counties of Inverness, Argyll, Ross, Orkney and Shetland, Sutherland and Caithness, "where a School rate of not less than 3*d.* in the pound on the "rateable value of the parish has been levied" (Education (Scotland) Act, 1872, sec. 67, and Parliamentary Grant (Caithness and Sutherland) Act, 1889), this Article will not be enforced.

(*b*) By not less than one-tenth nor more than one-half in the whole upon the Inspector's report for serious defects, either in organization or classification, for faults of instruction, including instruction of pupil-teachers, discipline, or registration, on the part of the teacher, or for failure on the part of the managers to exercise due care in the supervision and verification of the registers, for overcrowding or defective ventilation of class-rooms, or for untidy state of rooms or offices, or (after six months' notice) for failure on the part of the managers to remedy any defect in the premises which seriously interferes with the efficiency of the school, or to provide proper furniture, books, maps, and other apparatus of elementary instruction. If the Inspector at a visit without notice (Article 12), not less than six months after intimation has been given of the requirements of the Department, reports that they have not been carried into effect, a deduction may be made from the next grant to the school.

(*c.*)—1. If a staff of pupil-teachers (Article 70) is not provided, at the rate of one for every 25 (or fraction of 25) scholars over three years of age in average attendance, after the first 50,—

A deduction, at the rate of 1*l.* for the year, will be made on account of each of the first 15 scholars out of every 25 for whom a pupil-teacher is required but not provided.*

2. A certificated (Article 42) assistant teacher, is sufficient for a further average attendance of 60 scholars; an assistant teacher fulfilling the conditions of Article 79 (*a*) or (*b*), for 45 scholars; and an assistant teacher fulfilling the conditions of Article 79 (*c*), for 35 scholars, provided that the Department is satisfied as to the distribution of the staff as between the various classes, and that in no case are more than 60 children habitually under the charge of one teacher.

3. In mixed, girls', and infant schools a woman (not less than 18 years of age) if employed throughout the day in the general instruction of the scholars, and in teaching needlework, is, if approved by the Inspector, accepted as equivalent to a pupil-teacher. Not more than one woman qualified under this section can be recognised in any one school, and the sanction of the Department must be obtained at the time of her appointment.

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* According to this rule,—

(1.) No pupil teacher is required when the average attendance does not exceed 50.

(2.) One pupil-teacher is required when it exceeds 50 but does not exceed 75.

(3.) Two pupil-teachers are required when it exceeds 75 but does not exceed 100, and so on, but see Article 70 (*g*).

(*d.*) By one-twelfth for each month of interval between the employment of two certificated teachers (Article 17 (*d*)), unless due to some exceptional and unavoidable cause, intimated at the time and accepted by the Department as sufficient. This reduction is not made if the interval does not exceed *three* months, during which the school has been in charge of an uncertificated teacher.

(*e.*) Where a grant is payable for a school which has been closed, the amount of such grant shall not, as a rule, exceed the amount of the net outstanding liabilities on current account of the school at the time of its closing.

33. If the excess of scholars has arisen from increased attendance since the last settlement of the school staff (Article 39), the amount claimed by the managers is not reduced under Article 32 (*c*).

School Diary, Log-Book, &c.

34. In every school receiving annual grants, the managers must provide out of the school funds, besides the Code for the year, and registers of attendance (Article 17) (*f.*),—

(*a.*) A diary or log-book.

(*b.*) A portfolio to contain official letters, which should be numbered in the order of their receipt.

(*c.*) A time table and scheme of work (Article 19 A. 8).

35. The diary or log-book must be stoutly bound and contain not less than 300 ruled pages.

36. The principal teacher must make at least once a week in the log-book an entry which will specify the progress of the pupils, monitors, and pupil-teachers, visits of managers, and other facts concerning the school or its teachers, such as the dates of withdrawals, commencements of duty, illness, visits of the compulsory officer, etc., which may require to be referred to at any future time, or may otherwise deserve to be recorded.

37. No reflections or opinions of a general character are to be entered in the log book.

38. No entry once made in the log-book may be removed or altered otherwise than by a subsequent entry.

39. The summary of the Inspector's annual report and any remarks made upon it by the Department, when communicated to the managers, must be immediately copied *verbatim* into the log-book, with the names and standing (*certificated teacher of the —— class*, or *pupil teacher of the —— year*, or *assistant teacher*) of all teachers to be continued on, or added to, or withdrawn from the school staff according to the decision of the Department upon the Inspector's report. The correspondent or two of the managers must sign this entry, which settles the school staff for the year (Article 11). Any report of a visit without notice which may be communicated by the Department to the managers should also be entered in the log-book.

40. The Inspector may call for the log-book and portfolio at any visit and will report whether they appear to have been properly kept. He will specially refer to the entry made pursuant to Article 39, and he will require to see entries accounting for any subsequent change in the school staff. He will also note in the log-book every visit paid without notice (Article 12), making an entry of such particulars as require the attention of the managers.

Articles 41-47 II. (*b.*)

CHAPTER III.

TEACHERS.

41. The recognised classes of teachers are,—(*a.*) Certificated teachers. (*b.*) Provisionally certificated teachers. (*c.*) Assistant teachers. (*d.*) Pupil-teachers.

Lay persons alone can be recognised as teachers.

Teachers' Certificates, and Probation.

42. In order to obtain certificates, candidates must either complete two or more years of training as King's Scholars or King's Students to the satisfaction of the Department, or pass in second year's papers at the Certificate Examination (Article 47. II.), and must undergo probation by actual service in school (Article 51).

43. Candidates trained as King's Scholars in Training Colleges or as King's Students under Local Committees must follow a curriculum* approved by the Department, and receive instruction in each subject of such curriculum, either at University Classes or in accordance with a syllabus submitted to and approved by the Department. The character of the work and attainments of each candidate must be recorded, and will be tested in such manner as may be prescribed by the Department, who will determine, on the completion of the period of training, whether or not a certificate may be conditionally granted.

44. An examination for candidates other than King's Scholars and King's Students will be held on Monday, 3rd July, and following days, at such centres as may be necessary.

The corresponding examination held by the Board of Education is accepted as equivalent to the Scotch examination.

45. A syllabus of the subjects of examination may be had by candidates for Examination or School Managers on application to the Department.

46. The names of all candidates must be notified to the Department before the 1st of March.

†47. I.—The examination in first year's papers is open to candidates who are upwards of 20 years of age, and have *either*—

been employed for not less than one year as provisionally certificated teachers (Article 60); *or*,

served as assistant teachers (Article 79), for at least 12 months, in day schools, approved by the Department, under certificated teachers, and obtained a favourable report from an inspector on their skill in teaching and reading.

II.—The examination in second year's papers is open to,—

(*a*) (*lapsed article*).

† (*b.*) Candidates who have passed the examination in first year's

* The general requirements of the Department as to the curriculum to be followed will be found in the Circular Letter to Training Colleges and Local Committees, dated 30th August 1901 (*see* Appendix II.).

† This Article (read with Article 79) shows how persons who have not been pupil-teachers may qualify themselves for employment as teachers of public or State-aided schools.

papers, and have subsequently, while in a situation as provisionally certificated teachers or assistant teachers (Article 60 or 79), obtained a second favourable report from an Inspector on their skill in teaching and reading. Articles 47 II. (c.)–50 (a.)

(c). Graduates in Arts or Science of any University of the United Kingdom, who, after a course of training,* for not less than six months, in a day school, approved by the Department, satisfy the Inspector of their practical skill as teachers.

Candidates who at the time of the examination are not teachers of schools to which annual grants are or may be made, must be recommended by the managers of the school in which they last served.

No candidates after 1st April, 1899, will be recognised as certificated teachers until the Department is satisfied in the manner prescribed by the School Teachers Superannuation Rules (Scotland) of their age and physical capacity.

48 (a.) Graduates (Article 47 II (c)) are not required to take any papers save those on School Management (*i.e.*, the School Management paper for second year students, and a special paper for graduates) which will include questions to test their knowledge of elementary subjects and the methods of teaching them.

(b.) The Department may accept in place of the school management paper and the special paper for graduates, a certificate or diploma granted by a Scottish University upon an examination following a full course of instruction in the principles, methods, and history of education, and a course (held sufficient by the Department) of practical training in a school or schools approved by the Department. The examination will be conducted jointly by the University authorities and one or more of the Chief Inspectors, and must be such as to satisfy the Department as to the candidate's knowledge of elementary subjects and the methods of teaching them. Candidates who desire to be recognised as certificated teachers under this Section cannot be so recognised until they have satisfied the Department of their physical capacity, and have produced satisfactory evidence as to age, in the manner prescribed by the School Teachers Superannuation Rules (Scotland).

49. A list is published showing the successful candidates for recognition as certificated teachers, arranged, in the case of those who attend the Certificate Examination, in three divisions in the first year, and three divisions in the second year.

50.† The relative proficiency of the candidates according to examination, and the nature of the professional training (Article 47) which they have received, are recorded upon their certificates.

(a.) Students who pass successfully through their course of training receive special mention thereof on their certificates.

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* This course may be taken (1) after graduation; (2) in the interval between two University sessions; or (3) during one of these sessions, in which case the student must attend the school selected for the purpose, for at least eight hours a week, for 24 weeks, and must take such part in the general work of the school as will enable him to become fully acquainted with its organisation and methods of teaching.

† *See* Footnote * on next page.

Articles 50 (*b*)-55.

(*b.*) The second year's syllabus for females includes special subjects for the teachers of infants. Candidates who pass in these subjects, and complete their probation (Article 51) in schools for infants, receive special mention thereof (stamp) on their certificates.

51. Candidates for certificates, after fulfilling the preliminary conditions referred to in Article 42, must, if continuously engaged in the same schools, undergo a period of probation of at least one year and three months in schools to which annual grants may be made, or in a Training College. At the end of the school year in which this period is completed, a certificate will be issued, provided that the Inspector's report upon the work of the candidate, as ascertained at any visit or visits during the period of probation is favourable.

In cases where a teacher is appointed to another school before completing the period of probation, the change being due to causes approved by the Department the certificate will be issued at the end of the school year of the school in which he is then engaged which follows next after the completion of a probationary period of two years, provided that the Inspector's report upon his work is favourable.

Should the reports upon the candidate's work during the probationary period be unfavourable, the issue of the certificate may be delayed for such time as the Department may determine.

A like period of good service as an elementary teacher in the Army or Royal Navy, or (within Great Britain) in Poor Law Schools, Certified Industrial and Day Industrial Schools, or Certified Reformatories, will be accepted as fulfilling the conditions of this Article if it is reported by the proper Department in each case to have been satisfactorily completed.

52. Teachers who have completed two or more years of training as King's Scholars or King's Students to the satisfaction of the Department, or have passed in second year's papers at the Certificate Examination, may be recognised as certificated teachers from the first day of the month succeeding the close of their period of training, or of the Examination, as the case may be.

53.* Certificates are issued of three classes. No certificate is originally issued above the second class.

54.* Candidates who are placed by examination in the first division of the second year (Article 49), graduates examined under Article 47 II. (*c*) and certificated teachers who subsequently become graduates in Arts or Science of any University in the United Kingdom receive certificates of the second class, which can be raised to the first class by good service only.

(*a*) Certificates remain in force for 10 years from the date of their issue, after which interval they are open to revision according to the intermediate reports. For this purpose the Department may from time to time require from an Inspector a special report as to the work of any teacher.

(*b.*) No entries are made by inspectors on parchment certificates, but teachers are entitled to claim from the managers a certified copy of the Inspector's annual report as soon as it has been entered in the log-book.

55.* Candidates who are placed by examination in the second or third division of the second year (Article 49), receive certificates of the third class, which can be raised by good service only.

* The subject of the examination for Teachers' Certificates of Candidates other than King's Scholars and King's Students is at present under their Lordships' consideration, and the classification referred to in these Articles is to be regarded as provisional only.

56. All certificates issued after 1st April, 1899, to teachers who became certificated after that date, and the certificates of existing teachers who have accepted the Elementary School Teachers (Superannuation) Act, 1898, in terms of Section 5 thereof, shall expire on the holder attaining the age of 65, unless the Department, on grounds of special fitness, shall allow his service to continue for a further limited time. **Articles 56-70** (*a*).

Provisionally Certificated Teachers.

57. Provisional certificates do not entitle the teachers to have the charge of pupil teachers.

58–9. *Lapsed Articles.*

60. Pupil-teachers who have completed their engagement with credit and have passed in the first or second class in the King's Scholarship examination, or have passed in first year's papers at the examination for teachers' certificates, may, if specially recommended by the inspector, on the ground of their practical skill as teachers, be provisionally certificated (higher grade) for immediate service in charge of schools which have an annual average attendance of not more than 60* scholars; and pupil-teachers and others who satisfy the conditions of Article 79 may, with the special sanction of the Department, be provisionally certificated (lower grade) for immediate service in charge of schools which have an annual average attendance of not more than 40* scholars. Their continued recognition will be dependent on the report of the Inspector as to their fitness for such a post.

The provisional certificate is confined to an entry of the name in a register kept by the Department, and does not involve the issue of any certificate.

61. *Lapsed Article.*

62. The managers of several schools may combine to employ an organizing teacher to superintend the certificated teachers of these schools (*see footnote to Article* 32 (*a*)).

63-6. *Lapsed Articles.*

Reports of Managers and Inspector.

67. The managers must annually state whether the teacher's character, conduct, and attention to duty have been satisfactory.

68. The Inspector reports of each school visited by him whether it is efficient in organization, discipline, instruction, and registration.

69. A certificate may, at any time, be recalled, suspended, or reduced if the certificate or report under Articles 67 and 68 is not satisfactory; but not until the Department has informed the teacher of the charges against him, and given him an opportunity of explanation.

Pupil Teachers and Monitors.

70. Pupil-teachers are boys or girls employed to serve in a day† school on the following conditions, namely :—

(*a.*) That the school is under the charge of a certificated teacher; that the premises and apparatus are suitable; and that the Inspector reports the school to be efficient in respect of organization,

* If this number is exceeded, no grant is paid, unless the excess of scholars has arisen from an increased attendance of children since the last settlement of the school staff (Article 39).

† Pupil-teachers may not be employed in Continuation Classes.

Articles 70 (*b.*)-(*d.*) 2.

discipline, and instruction. The pupil-teachers must serve in the school under the superintendence of the principal teacher, and suitable arrangements must be made for their instruction either in central classes or otherwise.

(*b.*) At the date of their engagement the pupil teachers must be not less than 14 years (completed) of age, have obtained a certificate of merit (Article 29. II), have shown satisfactory proficiency in the work of a second year's course of a Higher Grade School or Department, or have the higher qualifications for engagement mentioned in the next paragraph. The engagement of a pupil-teacher should, as a rule, begin on the 1st July and end on the 30th June; the previous sanction of the Department must be obtained before any other course is followed. The engagement must be for two or for four years, unless shortened or lengthened under Article 70 (*d*).*

Candidates who are not less than 16 years of age may be engaged for a period of two years if they pass the examination for the end of the second year (Schedule I.), or, in addition to passing the preliminary examination (Schedule I.) have obtained a pass in the Lower Grade at the Leaving Certificate Examination in at least three subjects, of which one must be English (including History and Geography), one an ancient or modern foreign language, and one Mathematics.†

(*c.*) They must be of the same sex as the certificated teacher under whom they serve; but in a mixed school female pupil-teachers may serve under a master, and may receive instruction from him out of school hours (Schedule II. 5), on condition that some respectable woman, approved by the managers, be invariably present during the whole time that such instruction is being given.

(*d.*) They must be presented for examination at such time and place as may be fixed.

1. Besides the preliminary examination, pupil-teachers will, as a rule, be required to pass two examinations only during their engagement, viz., at the end of the second year‡ and the King's Scholarship examination at the end of the fourth year. On the application of the managers, and with the sanction of the Department, the latter examination may be taken at the end of the third year, and the engagement shortened accordingly.
2. A pupil-teacher who fails to pass the examination at the end of the second year, unless from illness or other sufficient cause, attested to the satisfaction of the Department, will

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* Prospective candidates for engagement should be selected by the managers by competition from the monitors or elder pupils showing a general aptitude for the teaching profession, and until the vacancy actually occurs the selected candidates should receive special instruction relative to the requirements of the First Schedule.

† The following, if obtained previously to 1905, will be accepted in lieu of the pass in Mathematics :—

In the case of boys, a pass in Higher Arithmetic.

In the case of girls, a pass in Lower Arithmetic.

‡ The examination for pupil-teachers at the end of the second year of their engagement is held yearly on the last Saturday of May.

no longer be recognised by the Department. If the cause of failure is accepted by the Department as sufficient, and if the managers are willing to extend the engagement for another year, the pupil-teacher may be again admitted to the examination at the end of the following year. Articles 70 (*d.*)(3)-(*f.*)

3. The King's Scholarship examination may be deferred for a year, but in that case the engagement must be extended under paragraph 4 of the Memorandum of Agreement until the 30th June following, or failing such extension, the pupil-teacher must, until that date, attend a central school sanctioned by the Department as adequately equipped for the preparatory training.

4. The Inspector will, at one of his visits, and may, at any visit, examine all the pupil-teachers who are in or under the third year in Reading, Spelling, Recitation, Music, Drawing, and Teaching, and will report upon the sewing of the female pupil-teachers, and may also examine pupil-teachers who are not in the second or fourth year of their engagement in any of the subjects of instruction contained in Schedule I.

5. A pass in the Lower Grade at the Leaving Certificate Examination in at least three subjects, of which one must be English (including History and Geography), one an ancient or modern foreign language, and one Mathematics*, will exempt a pupil-teacher from examination at the end of the second year, except in Reading, Spelling, Recitation, Music, Teaching, and, in the case of female pupil-teachers, Needlework

6. A pupil-teacher who has (*a*) obtained a pass in the Higher Grade at the Leaving Certificate Examination in at least three subjects of which one must be English (including History and Geography), one Mathematics†, and one an ancient or modern foreign language, *or* who has (*b*) passed the preliminary examination in any of the Scottish Universities, and has obtained a satisfactory report in Reading, Recitation, Drawing, and Teaching, and (for girls) Needlework, may be reckoned as having passed the King's Scholarship examination in the first class, and is therefore eligible to be proposed for admission by the authorities of a Training College (Article 95). Special application for exemption under this Article must be made to the Department not later than the 1st September preceding the date at which it is desired to enter a Training College.

(*e.*) They must each year produce such certificates of health, character, and conduct as are specified in Schedule I.

(*f.*) The managers must enter into an agreement in the terms of the memorandum in the Second Schedule to this Code. A copy

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* See Footnote † to Article 70 (*b*).

† In the case of girls the following will be accepted in lieu of the pass in Higher Mathematics:—

A pass in Lower Mathematics, if obtained subsequently to 1904;

or

A pass in Higher Arithmetic, or Lower Mathematics with Higher Arithmetic, if obtained previously to 1905.

Articles 70 (*g.*)-74.

of this memorandum is sent to the managers for every candidate approved by the Department, and unless it is duly completed the pupil-teacher does not satisfy Article 32 (*c*). A time table shewing the hours at which instruction in terms of the Memorandum of Agreement is given to the pupil-teachers of a school shall be forwarded to the Inspector along with the time-table required by Article 19. A. 8.

(*g.*) That not more than *two* pupil-teachers (or *three*, if one be under Article 19. B. 7.) are engaged in any Division of the school for every certificated teacher serving in that Division.

(*h.*) Two *stipendiary monitors* will be allowed—

1. In place of a *third* pupil-teacher required by Article 32 (*c*); or
2. If less than three pupil-teachers are required by Article 32 (*c*), to fill, for two years, the place of *one* of them.

(*i*) *Stipendiary monitors* must—

1. Be not less than 13 years of age at the date of their appointment;
2. Have obtained a Certificate of Merit under Article 29. II., or, in default thereof, be specially recommended by the Inspector.
3. Be paid a stipend fixed by the managers.
4. Assist for not more than three hours each day in the school, receiving during the rest of the school hours special instruction either by themselves or in one of the higher classes of the school.

71. The Department is not a party to the engagement, and confines itself to ascertaining, prior to the engagement of the pupil-teacher and at the end of each year of the service—

(*a.*) Whether the prescribed examination has been passed, or proper arrangements have been made for the instruction of the pupil-teacher.

(*b.*) Whether the prescribed certificates are produced from the managers and teachers.

72. Whatever other questions arise upon the engagement may be referred to the Department (provided that all the parties agree in writing to be bound by the decision of the Department as final), but, otherwise, must be settled as in any other hiring or contract.

73. Vacancies in the office of pupil-teacher, or stipendiary monitor, which occur in the course of any year (Article 11) must not be filled up until the Inspector has reported as to the qualifications of the candidate.

74. The candidate or candidates for such vacancies must be engaged in the meantime by the week only as *temporary monitors*, and the memorandum of agreement (Article 70 (*f*) will not be issued by the Department to the managers until the Inspector's report has been examined.*

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* *See* note * to Article 70 (*b.*)

75. *Temporary monitors* engaged by the week, pursuant to Article 74, for the supply of pupil-teacherships which have become vacant during a current year (Article 11), satisfy Article 32 (*c*), provided—

(*a.*) That a sufficient number of candidates to complete the requisite proportion of teachers to scholars pass the next examination prior to permanent engagements; and

(*b*) That the vacancies were duly reported to the Department (Article 17 (*e*)) and were occasioned by causes accepted by the Department as satisfactory.

76. Except in the cases provided for by Article 75, each vacancy in a pupil-teachership during a current year (Article 11) works a forfeiture under Article 32 (*c*).

77. *Lapsed.*

78. At the close of their engagement* pupil-teachers are perfectly free in the choice of employment. If they wish to continue in the work of education, they may become assistants in schools (Article 79) or may be provisionally certificated for immediate service in charge of small schools (Article 60), or they may be recognised as King's Students (Article 96), or may be admitted into a training college (Article 95), at the commencement of the next session.

Assistant Teachers.

79. (*a.*) Candidates who have passed the King's Scholarship examination in the first or second class, or have passed in first year's papers at the examination for teachers' certificates;

(*b.*) Graduates of any University in the United Kingdom;

(*c.*) Candidates who have passed the King's Scholarship examination in the third class, and persons over 18 years of age who have passed examinations recognised by the Department;†

may serve as assistants in schools in place of pupil-teachers.

Persons who have previously been recognised as assistant teachers may continue to be recognised as such.

80. Assistants cease to fulfil the conditions of Article 32 (*c*), if at any time the inspector reports them to be inefficient teachers, or if they fail to produce from the managers, and from the principal teacher,

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* Pupil-teachers who leave their school before the completion of the full term of their engagement, as specified in the Memorandum of Agreement (Article 70 (*f*)), will not be recognised under Article 60 or 79.

† The examinations recognised at the present time are:—

(1) Certificates of pass at the Leaving Certificate Examination of the Scotch Education Department; provided that a pass in the Higher Grade is obtained in at least three subjects, of which one must be English, (including History and Geography), one Mathematics (or, for girls, Higher Arithmetic, or Lower Mathematics with Higher Arithmetic, if obtained in the examination of 1904 or any prior examination, or Lower Mathematics if obtained subsequently to 1904), and one an ancient or modern foreign language.

(2) The Preliminary Examination in any of the Scottish Universities.

(3) The Oxford Local Examination for Senior Students.
The Oxford University Examination for Women.
The Cambridge Local Examination for Senior Students.
The Cambridge Higher Local Examination.
The University of London Matriculation Examination.
The Durham Examination for Certificates of Proficiency in General

[OVER.

Articles 81-83 (*c.*).

of their school, satisfactory certificates of conduct and attention to duty. They will be required to produce such evidence of continued study, as may be from time to time prescribed.

81. A vacancy caused by the withdrawal of an assistant in the course of any school year (Article 11) may be supplied by the appointment of temporary monitors, pursuant to Articles 74 and 75, or of another assistant, qualified according to Article 79.

82. Assistants make their own terms with the managers, both as to hours and wages.

(*a.*) Assistants are counted as part of the school staff (Article 39) from the date at which their appointments are notified to, and approved by, the Department.

CHAPTER IV.

TRAINING OF TEACHERS.

Grants.

83. (*a.*) Grants are made to training colleges, which are institutions for the training of candidates for the office of teacher, having practising schools connected with them in which the students may learn the practical duties of their profession. In some cases the students are boarded and lodged in connexion with the institution.

(*b.*) Grants are also made for the training of students (hereinafter called King's Students) who may attend a Scottish University, or University College, approved by the Department, under the authority of a local committee, who will be responsible for the discipline and moral supervision of the students, for their regular attendance at professorial or other lectures, and for their practical training in a school approved by the Department.

(*c.*) The period of training is ordinarily for two years, except for those admitted to the training colleges under Article 95 (*b*). But an additional year's training may be allowed on the application of the authorities of the training college, or of the local committee, as the case may be. The consent of the Department will only be given in the case of students of special merit for whom special educational opportunities are offered. Such additional year's training may, upon the application of the authorities, and with the consent of the Department, be taken in whole or in part elsewhere than at the training college or University which the King's Scholar or Student has previously attended.

Education, provided that passes are obtained in the three necessary subjects and four optional subjects.
The Durham Local Examination for Higher Certificate.
The Durham First Public Examination for the degree of B.Litt.
The University of Dublin Matriculation Examination.
The Edinburgh Local Examination for Senior Certificate.
The Aberdeen Local Examination for Senior Certificate.
The Aberdeen Higher Certificate for Women.
The St. Andrews L.L.A. Examination for Women;

provided that the Certificate obtained in each of the examinations mentioned in (3) includes a pass in at least three subjects, of which one must be English (including History and Geography), one Mathematics, and one an ancient or modern foreign language, or that the Department is otherwise satisfied as to the qualification of the candidate in these subjects.

(4) Any corresponding or higher examination approved for the purpose by the Department.

(*d.*) Grants are also made for the further instruction of certificated teachers and assistant teachers (Art. 79) in Drawing, Experimental Science, Modern Languages, Cookery, Woodwork, School Gymnastics, or Military Drill, or such other subjects approved by the Department, as may form part of the curriculum of a Public School in receipt of Parliamentary Grants, or of a Higher Grade School. **Articles 83 (*d.*) -89 (*b.*)**

84. No grant is made to a training college unless the Department is satisfied with the premises, management, and staff, nor in respect of University King's Students, unless the Department is satisfied with the arrangements made by the local committee, and with the provision for the professional training of such students.

85. Annual grants are made to practising schools (Article 83 (*a*)) on the same conditions as to other schools.

86. Grants are placed to the credit of each college of £100 for every master, and £70 for every mistress, who, having been trained in such college as a King's scholar during two years, completes the prescribed period of probation and becomes qualified to receive a certificate in terms of Article 51.

87. An additional grant of half of each of these amounts is placed to the credit of the college for each master or mistress who has received a third year's training, and for each teacher admitted and trained under Article 95 (*b*).

88. The annual grant to each college is paid out of the sums standing to its credit (Articles 86, 87) at the beginning of the year, after the adjustment under Article 90 (*c*).

Exception:—

This article is not applied to a college or (subject to the approval of the Department) to an extension of a college for the first five years during which grants are made to it.

89. The grant must not exceed—

(*a.*) 75 per cent. of the actual expenditure of the college for the year, approved by the Department and certified in such manner as the Department may require, *plus* 75 per cent. of such a sum as, when added to the bursaries paid to the King's scholars by the managers of the college, will make up the sum of £23 for each non-resident male, and £17 for each non-resident female, King's scholar.

(*b.*) £50 for each male, and £35 for each female, King's scholar, attending for continuous training throughout the year for which it is being paid.*

* This limit is exclusive of expenditure incurred upon the instruction of the scholars in Science and Art.

Articles 90-91. (*d.*)

In the case of third year students studying elsewhere than at the college, and in receipt of an allowance from the college approved by the Department, 75 per cent. of such allowance will be substituted for the sums of £50 and £35.

90. The annual grant to each college is paid as follows:

(*a.*) An instalment of £12 (males), or £8 (females), is paid on 1st March, 1st June, and 1st September, in respect of every King's scholar attending for continuous training throughout the year.

(*b.*) Part of the instalment of the 1st of September may be suspended, if payment of the full amount then due would cause the limit under Article 89 (*a*) to be exceeded.

(*c.*) The balance is adjusted as soon as the college accounts for the year have been closed, audited, and approved by the Department.

91. Grants to Local Committees for the training of King's Students (Article 83 (*b*)) may be made:—

(*a.*) In respect of the expenditure incurred by the Committee in providing instruction and training for the students according to the Scheme approved by the Department, provided that such expenditure is proved to the satisfaction of the Department to be necessary;

(*b.*) In respect of the maintenance allowances made by the Committee to King's Students under their charge, provided that such allowances are made upon conditions, and according to a scale previously submitted to, and approved by, the Department.

The total amount of grant under (*a*) and (*b*), conjointly, shall not exceed the sum of £35 for each male, and £30 for each female King's Student, calculated upon a certain fixed number in the case of each Committee; but, provided this amount is not exceeded, additional King's Students may be enrolled at the discretion of the Committee.

Instalments of the grant may be paid to the Local Committee, at such times as may be determined, upon production of a certified list of the King's Students enrolled for training throughout the year, and attending classes of the University, or University College, with which the Local Committee is connected. The balance of the grant will be adjusted as soon as the Committee's accounts for the year ending 31st July have been closed, audited, and approved by the Department.

(*c.*) *Lapsed.*

(*d.*) Where courses are established by County Councils or other Local Authorities, either within their own area, or at an approved technical college or other central institution, for the further instruction of teachers, as in Article 83 (*d*), according to a scheme approved by the Department, and under instructors whose competence for this special work is proved to the satisfaction of the Department, there shall be paid a grant amounting to not more than three-fourths of the actual expenditure upon the classes

after deduction of the income from fees, provided that such expenditure is duly set forth in properly audited accounts and is approved by the Department.

If the Department, having regard to the existing provision for the further instruction of teachers in the district, and other circumstances of the case, deem it expedient so to do, they may recognise any School Board or other educational authority recognised under the Code as a "Local Authority" for the purposes of this Article.

Qualifications for Admission into Training Colleges.

92. (*a.*) An examination of candidates for admission to Training Colleges, called the "King's Scholarship Examination," will be held at each college and at such other centres as are necessary, on the 12th December and three following days.

The names of all candidates must be notified to the Department before the 1st of October.

The corresponding examination held by the Board of Education is accepted as equivalent to this examination.

(*b.*) The examination extends to the subjects required in the course of a pupil-teacher's engagement (Schedule I.).

A syllabus may be had on application to the Secretary, Scotch Education Department, 55, Whitehall, S.W.

93. The candidates attending the examination must be either pupil-teachers entering for their final examination under Article 70 (*d*), or, not having been pupil-teachers, persons over 18 years of age on the 1st of October next following the date of the examination. This article will apply to pupil teachers whose engagements may have been determined under section 6 of the memorandum of agreement (Article 70 (*f*)), without discredit to themselves, and for reasons approved of by the Department.

(*a.*) Candidates attending at any training college, or at any University or University College with which a local committee is connected, are selected and admitted to the examination by the authorities of the training college or the local committee, on their own responsibility.

(*b.*) Candidates who are not examined at any training college will be required to attend at centres of which they or the managers of their schools will be informed by the Department.

94. The successful candidates are arranged in *three* classes in order of merit.

95. No student may be admitted to a training college who was less than 18 years of age on the 1st October next before the date of admission. Subject to this condition, the authorities of each college may propose to the Department for admission*:—

* **Applications for recognition under Article 95 (*a*) (2) and (3) must be made to the Department not later than the 1st of September before the date of admission.**

Article 95 (a.)-(d.)

(a.) (1) Any candidate who has obtained a place in the first or second class in the King's Scholarship Examination (Article 94) or who—

(2) has passed the preliminary examination in any of the Scottish Universities; or

(3) has obtained a pass in the higher grade at the Leaving Certificate Examination in at least three subjects of which one must be English (including History and Geography), one Mathematics*, and one an ancient or modern foreign language;

and who has obtained a satisfactory report upon his or her practical skill in teaching, and, in the case of girls, in needlework.

If the number of candidates applying for admission is larger than the number of vacancies in any college, the candidates should be admitted in order of merit according to the class list (Article 94). But the authorities of a training college may reserve a certain number of places for candidates qualified under paragraphs (a) 2 and (a) 3 of this Article.

(b) Without examination, any certified teacher who has not previously been trained during two years, and who wishes to enter the college for a year's training in the course prescribed for the second year; or a graduate of any university in the United Kingdom.

(c.) King's Scholars may, with the consent of the authorities of their training college, attend one or more of the classes in a Scottish University, and the authorities of the training college may, during the university session, dispense with their attendance at college, each day, for such time as they may deem necessary.

(d.) The University matriculation and class fees of King's Scholars who have passed the preliminary examination at any of the Scottish Universities, or who have passed at the Leaving Certificate Examination in the subjects exempting them from that examination may, during each year of their instruction in such college (including a third year if they have been specially recognised for a third year of training under Article 83 (c)), be treated as part of the college expenditure under Article 89†.

During the additional year recognised under this Article the university instruction may be obtained at any institution previously approved by the authorities of the training college and sanctioned by the Department, provided that the total fee reckoned as a part of the college expenditure under Article 89 does not exceed £12.

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* See footnote † to Article 70 (d) (6).

† The case of candidates who have qualified for admission to University classes under the conditions of previous Codes will be regulated by the terms of these Codes.

96. A local committee may propose for recognition as a King's Student any candidate who was not less than 18 years of age on the 1st October next before the date of admission as a King's Student, and

(*a*) who has passed the preliminary examination in any of the Scottish Universities; or

(*b*) who has obtained a pass in the higher grade at the Leaving Certificate Examination in at least three subjects of which one must be English (including History and Geography), one Mathematics* and one an ancient or modern foreign language,

and who has obtained a satisfactory report upon his or her practical skill in teaching, and, in the case of girls, in needlework.

The number of King's Students to be recognised under the authority of each local committee will be fixed by the Department upon the receipt of an application from the local committee, which must be received by the Department not later than the 1st June in each year, and must state the number of King's Students for whom they desire recognition.

97. Before candidates are admitted as King's Scholars, or recognised as King's Students—

(*a.*) The medical officer of the college or local committee, or a medical officer recognised under the Elementary School Teachers (Superannuation) Act, 1898, must certify the state of their health to be satisfactory, and that they are free from serious bodily defect, or deformity; and,

(*b.*) They must sign a declaration signifying that they intend *bonâ fide* to adopt and follow the profession of teacher in schools fulfilling the conditions of Article 51.

98. The authorities of each college and the local committees settle their own terms of admission.

99. Upon proof by the authorities of any college that candidates have not fulfilled the conditions signed by them on admission into the college, the Department will refuse to grant teachers' certificates (Article 53) to such candidates, or to admit them to probation for certificates (Article 51).

100-12. *Lapsed Articles.*

CHAPTER V.

113–117. *Lapsed Articles.*—The provisions of these Articles are superseded by the Education (Scotland) Act, 1901, which prescribes the conditions under which total or partial exemption from the obligation to attend school may be granted by School Boards to children under 14 years of age.

* See footnote † to Article 70 (*d*) (6).

Articles 118-118 (6.)

CHAPTER VI.

PENSIONS.

118. A limited number of pensions will be granted to teachers who were employed in that capacity as principal or assistant teachers at the date (6th August, 1872) of the passing of the Education (Scotland) Act, 1872:—

(1.) The proposed pensioner must—

(*a.*) Be a certificated teacher in a public, or State-aided school, or training college, at the time when the pension is applied for.

(*b.*) Have become incapable, from age or infirmity, of continuing to teach a school efficiently.

(*c.*) Have, as a rule, been employed continuously since the 6th of August, 1872, as principal or assistant teacher in elementary schools, or in training colleges.

(*d*). Be recommended by His Majesty's Inspector, and the managers of the schools served in.

(*e.*) Be 60 years of age (if a man), or 55 (if a woman), unless the pension is applied for on the ground of failure of health.

(2.) As a rule, pensions will be granted to those teachers only who have been, during the seven years preceding the application on their behalf, employed in schools or colleges under inspection, and are deserving of such assistance.

(3.) No pension may be granted to teachers who, in the exercise of their option under Section 5 of the Elementary School Teachers (Superannuation) Act, 1898, have accepted that Act in the prescribed manner.

Provided that, if a teacher who has accepted the Act is proved, to the satisfaction of the Department, to be unable to qualify for an allowance under the Act, he may be granted a pension under this Article not exceeding £20 per annum.

(4.) As a rule, no pension will be granted to a teacher over 65 years of age on whose behalf application for a pension was not made before he attained that age, or within three months after his attaining it.

Provided that, where application for a pension is made in terms of this Article, the Department may, on account of the teacher's special fitness, and on the application of the managers, allow his service to continue for a further limited time.

(5.) Applications for a pension will be received only from the managers of the school, or training college, in which the teacher is serving at the date of retirement.

(6.) These applications will be collected for decision, on their comparative merits, twice a year, about Lady Day and Michaelmas.

(7.) The maximum number and value of pensions receivable at one time, in Scotland, will be as follows:— Articles 118 (7.)–121 (b.).

		£
83	7 pensions of 30*l.* each	210
	31 pensions of 25*l.* each	775
	45 pensions of 20*l.* each	900
		1,885
	Donations and special gratuities (each year)	100
		£1,985

But this limit of the number of pensions shall not affect the claims of teachers who were employed before August 1851.*

(8.) The pension will be paid half-yearly, on certificates proving identity and good behaviour.

CHAPTER VII.

Technical Schools.

119. A school board may resolve that it is expedient to establish a technical school as defined by the Technical Schools (Scotland) Act, 1887.

Any such resolution may refer to a day or an evening school, and to a school or a department thereof; but each resolution must refer to one school or department only.

120. Before steps are taken to carry out that resolution—

(*a.*) The resolution must be published at least once in not less than two newspapers circulating in the district.

(*b.*) The resolution must be confirmed at a meeting of the school board held not earlier than one month after its first publication.

(*c.*) After such confirmation by the school board the resolution must be submitted to the Scotch Education Department and confirmed by a minute of that Department.

121. In submitting such resolution to the Scotch Education Department the school board shall furnish such information as is required by the Department, and in particular shall state that—

(*a.*) The circumstances connected with the industries of the district and the means already available therein for technical instruction, upon which the proposal is based.

(*b.*) The subjects which are to be taught in the school.

* Minute of 16th June 1884.

Articles 121 (c.)-130.

(c.) The scale of fees to be charged in the school.

The school board shall also furnish a sketch plan of the premises which it is proposed to erect or to employ for the technical school, and shall state whether it is proposed to apply for a loan.

122. If the resolution is confirmed by minute of the Scotch Education Department, the school board may proceed to establish the technical school.

123. Any modification of, or addition to, the list of subjects taught in the school must be submitted for the approval of the Scotch Education Department.

124. A separate account shall be kept of the fees derived from the technical school, and of all payments from the school fund on account of the school.

125. Attendance at a school or department established under the Technical Schools Act shall not be deemed to be attendance for the purpose of any grant under this Code.

126. If two or more school boards resolve to combine together for the purpose of providing and maintaining a technical school, the procedure shall be the same as that laid down in the preceding articles for a single school board.

CHAPTER VIII.

Relief of Fees.

127. Sums of money are annually paid to the Scotch Education Department under the Local Taxation (Customs and Excise) Act, 1890, and, in certain contingencies, under the Education and Local Taxation Account (Scotland) Act, 1892, for distribution by that Department towards relief from the payment of school fees in State-aided schools in Scotland.

128. The amount so available, together with any sums voted by Parliament for the same purpose, shall be distributed to school boards in respect of the public day schools under their management which are on the list of schools conditionally entitled to share in the Parliamentary Grant for Education (35 and 36 Vict. c. 62. s. 67), and to the managers of other day schools conditionally entitled to share in that grant, provided that such school boards and such managers shall conform to the conditions hereinafter set forth.

129. The distribution shall be made in respect of each financial year ending on the 31st of March, and shall be made in proportion to the average attendance of each school upon which annual grant was paid for the school year ended during the twelve months immediately preceding the 1st of March in such financial year.

130. The Department, upon such conditions and upon being furnished with such information as it may require, may, at certain dates between 1st April and 31st March in each financial year make one or more payments on account of the amount accruing to each school under the preceding article.

131. The full amount due to each school shall be calculated as soon as may be after the total average attendance at all the schools entitled to share in the grant during the prescribed period shall have been ascertained.

132. After the average attendance at all the schools entitled to share in the grant shall have been so ascertained, the Department shall, as soon as may be, calculate the amount due in respect of each scholar, and shall thereafter pay to each school the amount due to such school, over and above such payment or payments on account as may have already been made.

133. The following conditions shall be observed by the managers of all State-aided schools sharing in the grant in respect of such schools, and by the school boards in respect of the school provision in the public schools of their district :—

No fees shall be exacted from scholars who are between 3 and 15 years of age.

134. A school board, with the sanction of the Scotch Education Department, and after supplying a sufficient number of schools in which relief from the payment of fees shall be given in accordance with Article 133, may maintain a certain number of schools in which fees are charged to infants and in all or any of the classes.

135 A copy of the regulations as to relief from the payment of school fees, applicable to each school, as approved by the Scotch Education Department, shall be publicly exhibited in each school.

136. In the case of a school board, the payments due in respect of all the schools under the management of the board may be made to the Treasurer of the school board.

137. Any school which may after the 1st of April in any financial year be placed on the list of schools conditionally entitled to share in the Parliamentary Grant, shall be entitled to share in the Fee Grant for that year, but only in proportion to the period of the year during which it may be on such list.

CHAPTER IX.

Higher Grade Schools.

138. Where a special staff of duly qualified teachers is provided for the instruction of the pupils referred to in Article 21 at the rate of one for every 30 or fewer pupils on the roll, and where a well defined course of instruction, approved by the Department and extending over not less than three years, is given, such school or department may be recognised as a Higher Grade School or Department. As a rule, such a course must provide for the instruction of all the pupils according to a well graduated scheme in the following subjects, viz.—English (including History and Geography), Mathematics (including Arithmetic),

Articles 139-144.

at least one language other than English, and Science and Drawing according to a scheme approved for the Leaving Certificate Examination in these subjects. The instruction in each subject should follow the lines indicated in Appendix No. 4*.

139. Pupils who have completed a three years' course according to the approved scheme, and have qualified for the award of an Intermediate Certificate, except as regards the requirement of a pass on the Higher Grade standard in some subject of the course, may either continue their studies on the lines of their previous general course or may receive an education which is either predominantly scientific and technical, or predominantly commercial, or is specially suited for girls (Household Management Course).

140. In all cases the Department must be satisfied that the school possesses the necessary provision of class-rooms, laboratories, and workshops.

141. The requirements of Article 19 A. 2. 4. 8. 9. and 10, shall apply also to Higher Grade Schools.

142. Where an Inspector reports that the conditions of Article 19. A. 4 have been observed, and that a satisfactory course of instruction is being given in accordance with the foregoing requirements, grants may be made as follows :—

(*a.*) On the average attendance of pupils over twelve years of age enrolled with the approval of the Inspector (Article 29. I.) in a recognised first year's course, 2*l.* 10*s.*

(*b.*) On the average attendance of pupils who, having completed a first year's course, are now pursuing an approved second year's course, 3*l.* 10*s.*†

(*c.*) On the average attendance of pupils who, having completed a second year's course, are pursuing their studies according to the scheme for the third year's course, or, being qualified as prescribed in Article 139, are receiving further instruction according to an approved scheme, 4*l.* 10*s.*†

143. In all the courses payment may be made for practical instruction, which is in accordance with the general aim of the course, on the conditions and at the rates specified in Article 21 (*b*) and (*c*).

144. The grants under Article 142 may be increased in cases of exceptional efficiency by one-tenth, and may be diminished by one or more tenths for faults of discipline or instruction, for non-fulfilment of the approved curriculum, or (after due notice) for failure on the part of the managers to supply such equipment as may be necessary for the proper conduct of the work.

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* Higher Grade Schools or Departments recognised in terms of former Codes may, if so desired, continue to give instruction (for a further limited time) according to the scheme already approved for the school, and in such cases the terms of Articles 139 and 140 of the Code of 1904 shall apply.

† A grant at the higher rates specified in Articles 142 (*b*) and (*c*) will not be paid on the attendances of any pupil who has not been in attendance for at least six months at the preceding course.

145. For every Higher Grade School or Department, separate accounts must be kept, and the managers will be required to furnish a balance sheet showing clearly the income and expenditure of the school as a unit, independently of any junior or preparatory school with which it may be connected.

146. A general register of all pupils of a Higher Grade School shall be kept, showing the date at which they were enrolled with the approval of the Inspector, the course followed by each after the first year, and the number of attendances in each year.

Separate registers shall be kept of the attendances of the pupils of each year, and also of attendances at any classes of practical instruction.

147. Where in any parish (or burgh in which the population does not exceed 10,000) in one of the counties of Inverness, Argyll, Ross, Sutherland, Caithness, and Orkney and Shetland, a school which satisfies the conditions required by the Department for a Higher Grade School or Department is recognised by the Department as fulfilling the conditions of Article 22, a grant of 10*s.*, calculated on the average attendance of scholars in such Higher Grade School or Department, may be made in addition to any grants which may be earned under Articles 142 and 143.*

148. No grant other than those specified in this Chapter may be made on account of scholars in a Higher Grade School or Department, except the Grant in Relief of Fees, the General Aid Grant, and in Voluntary Schools, the Aid Grant under Chapter X.

149–153. *Lapsed Articles.*

CHAPTER X.

Aid to Voluntary Schools.

154. Under the provisions of the Education (Scotland) Act, 1897, a sum of money is annually paid out of moneys provided by Parliament to the Scotch Education Department for aiding Voluntary Schools in Scotland. The Aid Grant shall be distributed amongst the managers of Voluntary Day Schools in Scotland in the manner, and on the conditions, set forth in the following Articles; and for the purposes of Article 32 (*a*) shall be deemed to be income derived from a source other than the Parliamentary Grant.

155. To the managers of each Voluntary Day School conditionally entitled to share in the Parliamentary Grant for Education (35 and 36 Vict., c. 62, s. 67), there shall be paid an Aid Grant equal to 3*s.* per head for the whole number of children in average attendance in the school provided that the accounts of the receipts and expenditure of the school shall be annually audited by a chartered accountant, a banker or bank agent, or some person specially approved by the Department.

156. The payment shall be made in respect of each financial year ending on the 31st March, and shall be based upon the average attendance as shown by the annual returns for the school relative to the school year ended during the 12 months immediately preceding the 1st January in such financial year.

* In such schools the attendances of scholars over ten years of age who are not eligible for grants under this Article may be reckoned for grant under Article 22.

Articles 157-160.

157. Any Voluntary School which may after the 1st April in any financial year be placed on the list of schools conditionally entitled to share in the Parliamentary Grant shall be entitled to share in the aid grant for that year, but only in proportion to the period of the year during which it may be on such list.

CHAPTER XI.

Revision of Code.

158. The Department, as occasion requires, may cancel or modify articles of the Code, or may establish new articles, but may not take any action thereon until the same shall have been submitted to Parliament, and shall have lain on the Table of both Houses for at least one calendar month.

159. The Code shall be printed each year, in such a form as to show separately all articles cancelled or modified, and all new articles, since the last edition, and shall be laid on the Table of both Houses within one calendar month from the meeting of Parliament.

160. The schedules and notes annexed to the Code, shall have the same effect as the Articles of the Code, and shall be subject to the provisions of Articles 158 and 159.

(Signed) LONDONDERRY,
Lord President of the Council.

LINLITHGOW,
Vice-President of the Committee of Council on Education in Scotland.

J. STRUTHERS,
Secretary.

Scotch Education Department,
8th March, 1905.

SCHEDULES.

I.—CERTIFICATES and CURRICULUM of PUPIL-TEACHERS prior to and during their ENGAGEMENT.

II.—FORM of MEMORANDUM of AGREEMENT.

III.—NEEDLEWORK.

IV.—DRAWING.

V.—SUBJECTS OF INSTRUCTION UNDER ARTICLE 21.

VI.—SUPPLEMENTARY COURSES UNDER ARTICLE 21.

FIRST SCHEDULE - - -

Their Lordships have under their consideration a modification of this Schedule, with a view to making more suitable arrangements for the instruction of pupil teachers in subjects of Secondary Education on lines which conform to the requirements of the Leaving Certificate Examination.

CERTIFICATES AND CURRICULUM OF PUPIL-TEACHERS

—	1. Health.*	2. Character and Conduct.	3. Reading and Repetition.	4. English Grammar and Composition.
Preliminary.	Certificate from medical practitioner in a form prescribed by the Department.	A certificate from managers that the moral character of the candidates and of their homes justifies an expectation that the instruction and training of the school will be seconded by their own efforts and the example of their parents.	Candidates must have obtained a graph of Article 70 (*b*).	
1st Year -	Certificate from managers that pupil-teacher has not suffered any failure of health likely to incapacitate for profession of teacher.	1. Certificate of good conduct from the managers. 2. Certificate of punctuality, diligence, obedience, and attention to their duties, from the master or mistress.	To read with fluency and ease, and to repeat 50 lines of poetry with just expression and knowledge of the meaning.	Grammar, parsing, analysis, etymology, and to write a short essay.
2nd Year	Same as for first year, together with a certificate *from a medical practitioner, in a form prescribed by the Department.*	Same as above -	To read as above; and to repeat 40 consecutive lines of prose with knowledge of meanings and allusions.	More advanced grammar and composition.
3rd Year	Same as for first year.	Same as above - -	To read as above; and to repeat 100 lines of poetry with knowledge of meanings and allusions.	Recapitulation of the preceding exercises; to know something of the sources and growth of the English language and literature; and to write an original composition.
4th Year (King's Scholarship Examination, Article 92).	Same certificates as in previous years. The Syllabus of Examination may be obtained on application to the Department.			

Pupil-teachers may be examined at the end of any year in subjects prescribed for preceding years in columns 4, 5, 6, 7, and 9 of this Schedule.

Female pupil-teachers, before engagement, must satisfy the inspector that they possess reasonable competency as sempstresses; and, at the annual inspection, must produce certified specimens of plain needlework. They will be expected, at the end of each year, to perform an exercise in needlework.

A pupil-teacher employed under Article 19 B 7 shall, in addition to the other subjects of examination, be liable to examination by the Inspector in Gaelic reading, translation, and composition.

Note.—The original note-books and exercise books used by pupil-teachers in connection with their special instruction (*see* Second Schedule, section 5) along with the marked papers of any

* Scrofula, fits, asthma, deafness, great imperfections of the sight or voice, the loss of an eye from constitutional disease, or the loss of an arm or leg, or the permanent disability of either arm or leg, curvature of the spine, hereditary tendency to insanity, or any constitutional infirmity of a disabling nature, is a positive disqualification in candidates for the office of pupil-teacher.

FIRST SCHEDULE.

PRIOR TO AND DURING THEIR ENGAGEMENT.

Continued on next page.

—	5. Arithmetic and Mathematics.		6. Geography.
Merit Certificate, or have the qualifications for engagement mentioned in the second para.			
	Boys.	Girls.	
1st Year	Proportion, fractions, interest, averages, percentages, and stocks.	Proportion and fractions.	The British Isles, Australia and British North America. Elements of physical geography. (Maps to be drawn in this and the following years.)
2nd Year	Arithmetic generally, Euclid. Bk. I., with very simple deductions. Algebra to simple equations inclusive.‖	Arithmetic generally	Europe and British India. Latitude and longitude. Climate and productions of the British possessions.
3rd Year	Arithmetic generally. Euclid, Bks. I., II., and III., with simple deductions. Mensuration of triangles and parallelograms. Algebra to quadratic equations inclusive.¶	Arithmetic generally. Algebra to simple equations inclusive.‖	Geography of the world generally, with special reference to British Isles and British possessions. More advanced physical geography.
4th Year (King's Scholarship Examination, Article 92).	*See* Syllabus.		

examination held by the teacher in any subject of the pupil-teachers' course for the year should be preserved, and will be called for by His Majesty's Inspector on the occasion of any visit to the school or central class at which the pupil teachers are instructed. *See* Articles 19 B, 32 *(b)*, and 70 *(f)*. Such examination should be held at least quarterly under the supervision of the managers, and the results should be noted in the log-book.

N.B.—Gaelic-speaking pupil-teachers employed in any of the counties mentioned in Article 19 B. 6 may obtain additional marks during their engagement and at the King's Scholarship Examination (Article 92) in a paper to be set in Gaelic (*see* Syllabus). During the engagement the subject must be studied in accordance with a graduated scheme to be approved by His Majesty's Inspector.

‖ Addition, subtraction, multiplication, division, highest common factor, lowest common multiple, fractions, square root, and simple equations of one unknown quantity, with easy problems.

¶ The same as for the previous year, and cube root, simultaneous equations of the first degree of two unknown quantities and quadratic equations involving one unknown quantity with easy problems.

FIRST SCHEDULE—*continued.*

CERTIFICATES AND CURRICULUM, &c.—*continued.*

continued.

—	7. History.	8. Teaching.	9.* Music.
1st Year.	Outlines of British history, from Julius Cæsar to the accession of the Tudors.	To conduct a class in reading or writing.	*Staff Notation.* Notes, their shape and relative value. The treble and bass staves. The scales of C, G, and F major. Intervals found in the major scale. Minims, crotchets, quavers, and equivalent rests, $\frac{2}{4}\ \frac{3}{4}\ \frac{4}{4}\ \frac{2}{2}\ \frac{3}{2}\ \frac{4}{2}$ time. *Tonic Sol-fa Notation.* The common major scale, its structure and intervals. The standard scale of pitch. Mental effects, and how they are modified. Accent. Two, three, and four pulse measure. Whole pulse notes, half pulse notes and continuations, and rests of the same value.
2nd Year	From 1485 to 1688 with special reference to Scottish history.	To give an object lesson or conduct a class in reading, writing, or mental arithmetic, and to answer questions on method.	*Staff Notation.* All the major scales and signatures. Dotted notes. Tied notes. Semiquavers, Triplets, $\frac{3}{8}\ \frac{6}{8}$ and $\frac{9}{8}$ time. *Tonic Sol-fa Notation.* First removes of key. Bridge notes. Six and nine pulse measure. Quarter pulse notes and rests. Thirds of a pulse.
3rd Year	From 1688 to the present time.	To conduct a class in grammar or geography (in an infant school on form, colour, number, or some familiar object), to prepare notes of a lesson, and to answer questions as above.	*Staff Notation.* Various forms of the minor scale. The scales and signatures of A minor, C minor, D minor, E minor, and G minor. Intervals found in the minor scale. Easy transposition. Construction of tests for schools. Common musical terms. *Tonic Sol-fa Notation.* The minor scale and the intervals found in it. Names of chromatic notes. Relative pitch of keys. Construction of tests for schools. Common musical terms. N.B.—Candidates may work the paper in either Notation, but not in both Notations.
4th Year (King's Scholarship Examination, Article 92).	*See* Syllabus.		

* Pupil-teachers will be tested by His Majesty's Inspector at one of his visits to the school as to their practical skill in music, and marks will be allowed therefor. Pupil-teachers will be required to perform individually tests in time, tune, &c., such as are set to be performed collectively by the highest division of the school.

FIRST SCHEDULE—*continued.*

CERTIFICATES AND CURRICULUM, &c.—*continued.*

—	10. Languages.	11. Drawing.
1st Year .	In the study of Languages, pupil teachers should follow a course in preparation for the Leaving Certificate Examinations. At the end of the second year, attainments in one Language equivalent to the Lower Grade standard of the Leaving Certificate Examinations will, as a rule, be expected.	All pupil-teachers must receive instruction in Drawing according to a Course submitted to, and approved by, the Scotch Education Department. Marks will be awarded at the King's Scholarship Examination to candidates who have satisfactorily completed a three years' course of instruction at one of the approved Courses and are duly presented for examination.
2nd Year .		
3rd Year .		
4th Year . . (King's Scholarship Examination, Article 92).	*See* Syllabus.	

The questions and class list of the Scholarship Examination held in December last year can be obtained (price 7*d.*, by post) through any bookseller.

SECOND SCHEDULE.

I.—Form of Memorandum of Agreement (Article 70 (*f.*)).

N.B.—For use in Public Schools under the Management of a School Board. (A similar Form is supplied by the Department for use in other Schools.)

MEMORANDUM OF AGREEMENT between the School Board of [1]_____ and [2]_____herein-after called *the surety*, the [3]_____ of [4]_____ hereinafter called *the pupil-teacher* and the said pupil-teacher.

The board, for themselves, and their successors, agree with the surety, h[5]_____heirs and executors, and the pupil-teacher, as follows :—

1. The board agree to engage the pupil-teacher to serve under a certificated teacher during the usual school hours in keeping the [6]_____public school of the board, or any other public school of the board to which the pupil-teacher may be transferred with the previous sanction of the Scotch Education Department, and teaching the scholars thereat, but so that the pupil-teacher shall not serve therein more than five hours upon any one day, nor more than 20 hours in any one week, Sunday being expressly excluded from this engagement.

2. This engagement shall be held to have commenced or begun, notwithstanding the date hereof, on the first day of____ * 19 ____, and, subject to the proviso in paragraph 4, shall end on the last day of____ * 19____[7].

3. The board will pay to the pupil-teacher as wages [8]_____ per [9]_____in the first year, and this sum shall be increased by [8]_____per [9]_____in each subsequent year of the engagement.

4. Provided always, that if the pupil-teacher fails to pass the examination at the end of the second year, this engagement shall end so soon as the result is announced, but (1) if the pupil-teacher shall fail to pass such examination on account of illness, or some other cause, accepted by the Department as sufficient, or (2) if the pupil-teacher defers the King's Scholarship Examination for a year in accordance with the Code, this engagement shall, on the application of the Board, and with the consent of the said Department, end on the last day of_____19 __.[10]

When this engagement is so extended, the course of study and the wages of the pupil-teacher in the remainder of the year succeeding that in respect of which the engagement has been extended shall be the same as in the last-mentioned year ; and that year shall not be reckoned in calculating any payment to be made under paragraph 6 of this agreement.

5. The board will cause the pupil-teacher, while the school is not being held, to receive, without charge, from a certificated teacher, special instruction during at least five hours per week, of which hours not more than three shall be part of the same day. Such special instruction, and any instruction in secular subjects, given to the pupil-teacher during school hours, shall be in the subjects in which the pupil-teacher is to be examined, either during this engagement, or for the King's Scholarship Examination.

6. The pupil-teacher shall be liable to dismissal without notice for idleness, disobedience, or immoral conduct, of a gross kind, respectively ; and this engagement shall be terminable on the part of the board or of the surety and pupil-teacher by a

[1] Insert name of the School Board.
[2] Insert name, description, and address in full, of father or other person who is to be the surety of the pupil-teacher.
[3] Insert father, or other relation or friend of the pupil-teacher, as the case may be.
[4] Insert name in full of the pupil-teacher.
[5] Insert his or her.
[6] Insert name of the school.
[7] The term must be for four full years ; or for two years, provided that the candidate has passed for admission the examination fixed for the end of the second year and that the end of the reduced term of service fall beyond the candidate's 18th year (completed).
[8] The sum to be inserted must be fixed at the discretion of the parties, having in view the local rate of wages, and the advantages of the school as a place wherein to learn the business of a teacher.
[9] Insert week, or as the parties may agree.
[10] One year later
* *See* Article 70 (6).

written notice of six months, or, in lieu of such notice, by the payment on the part of the board or of the surety and pupil-teacher of 3*l.* in the first year, 4*l.* in the second, and an additional pound in each succeeding year of the engagement, but never exceeding 6*l.* in the whole; such payment to be recoverable as liquidated damages by the board or the surety, as the case may be, over and above the settlement of all other accounts between the parties.

7. The pupil-teacher enters into this engagement freely and voluntarily on h[5]____ own part, and with the privity and consent of the surety.

Insert his or her.

8. The surety agrees with the board and their successors, to clothe, feed, lodge, and watch over the pupil-teacher during the continuance of this engagement in a proper manner.

In witness whereof[11]

[11] Here insert a testing clause according to the form of the law of Scotland.

N.B.—1. This agreement must be executed *as follows, viz.:*—

(1) By three members of the School Board, being the statutory quorum thereof.

(2) By the surety.

(3) By the pupil-teacher.

2. If it be executed with blanks still remaining in it, except in the testing clause, they cannot legally be filled up afterwards, unless as part of a new agreement requiring a new stamp. A pupil-teacher does not satisfy Article 32 (*c.*) in the Code unless the agreement is duly completed.

3. The agreement, when executed, and after the testing clause has been completed, should be deposited with the school papers (Article 34 (*b.*)). The surety should have either an executed duplicate (which requires a second stamp) or a certified copy. The agreement exists only between the parties who execute it.

II.—Form of New Agreement on Change of Managers.

(N.B.—*For use in Schools* not *under the Management of a School Board.*)

MEMORANDUM OF AGREEMENT between[1]_____ within and herein-after described as *The Surety*,[3]_____ _____ the persons within described as *the Managers*,[3]_____ _____ and[4]_____ _____ herein-after described as "the Managers."

1. The said Surety and the said[2]_____ hereby mutually rescind the within written Agreement, and agree that the same shall be henceforth determined, and of no further force as regards the future.

2. The said Surety and the said "Managers" hereby mutually agree to adopt and enter into an agreement in the same words, and to the same effect as the within written agreement for the unexpired term thereof; and that the like obligation and responsibility shall exist and be of force between them in like manner, and to all intents and purposes as if the name of the said[5]_____ had been inserted therein and signed thereto, instead of the name of the said[6]_____

In witness whereof[7]_____

The Surety in the existing Memorandum.

[2] The Managers in the original Memorandum, and the Executors of any of them who are deceased.

[3] The name, description, and address of the new Manager or Managers.

[4] The name, description, and address of the present Managers, excluding such as will be no longer Managers, and including the new Manager or Managers.

[5] The new Manager or Managers.

[6] Deceased or outgoing Manager or Managers.

[7] Here insert a testing clause according to the form of the law of Scotland.

N.B.—This memorandum must be executed *by all the parties named in it, viz.:*—

Managers.
Surety.
Pupil-teacher.

If it be executed with blanks still remaining in it, they cannot legally be filled up afterwards, except as part of a new agreement requiring a new stamp. An incomplete memorandum does not satisfy Article 32 (*c*).

III.—Form for Cancelling Engagements of Pupil-Teachers.

(To be endorsed on the original Memorandum.)

The within written Memorandum of Agreement is hereby cancelled by the undersigned parties.

In witness whereof*

* Here insert a testing clause according to the form of the law of Scotland.

N.B.—The cancellation must be executed by the same parties by whom the memorandum of agreement was executed, except that it is not necessary, in the case of Public Schools, that the same three members of the School Board should sign it.

THIRD SCHEDULE.

Needlework.

GIRLS' AND INFANTS' DEPARTMENTS.

The materials used, and the stitches of the exercises performed before the Inspector or in the garments shown to him, should not be so fine as to strain the eyesight of the children, and the presentation of needlework of too fine a character will be considered a defect.

Infants.

1. Needle drill. Position drill.
2. Strips (2 inches by 12 inches) of soft, loosely woven calico to be hemmed with coloured cotton :—1. Red. 2. Blue.
3. Knitting-pin drill.
4. A strip knitted on two needles (12 inches by 3 inches) in cotton or wool, or four small squares (3 inches by 3 inches).

Girls—Junior Division.

Group A.

1. Hemming, seaming (top-sewing), felling. A small untrimmed garment, or other useful article, showing these stitches.
2. Knitting on two needles, purl and plain, *e.g.*, cuffs, vests, strips for pett coats, &c.

Group B.

3. Pleating, sewing on tape strings: a simple garment, *e.g.*, pinafore, apron, petticoat, &c.
4. Knitting, four needles, plain and purl, *e.g.*, cuffs, welts of socks, &c.

Nos. 1 and 2 (Group A.) to be required from the lower part of the Junior Division; Nos. 3 and 4 (Group B.) from the upper part of the Junior Division.

Senior Division.

Group A.

1. Gathering and setting in. An untrimmed garment, *e.g.*, a child's chemise, woman's apron, &c.
2. Darning on canvas and on stocking web material.
3. Herring-bone stitch on canvas or cheese cloth and flannel.
4. Knitting; a sock or stocking.

Group B.

1. Sewing on buttons, making button holes, setting on strengthening tapes.
2. Plain darning a hole in stocking-web material.
3. Cutting out in paper, and afterwards in material, two simple garments, one of the garments to be made up by the cutter-out.

Group C.

1. Patching in flannel, calico, and print.
2. Tuck running and stitching.

3. Cutting out a garment to be made up by the cutter-out (the principal stitches in plain needlework to be shown on the garment).

NOTES.

1. Garments or other useful articles should be made in each Division during the year, but not necessarily those specified in this Schedule, which are mentioned merely as examples.

2. At least half as many garments as there are children in average attendance should be made during the year in the Junior Division. One-fourth of these may be knitted articles. In the Senior Division each girl must (if she has attended school six months and upwards) complete a small and simple garment made by herself, or a half-garment (full size) if it contains an adequate sample of the stitches used in the garment or a larger garment tacked together and partly worked in each detail. The garments made up by girls in Groups B. and C. (Senior Division) must be cut out by the makers.

3. The garments made by children in the Junior Division should (as a rule) be cut out by girls in Groups B. and C. (Senior Division). Children in the Junior Division should be taught to fold and tack hems and seams, but they will not be required to fix the more difficult parts of a garment.

4. The girls in the Senior Division, Groups B. and C., must cut out and fix their own work; those in Group A. must fix, but will not be required to cut out, their garments.

5. A less amount of completed work will be expected from girls attending cookery, laundry, or dairy work classes, during any of the hours devoted to needlework, or from girls employed as half-timers.

6. Alternative schemes of needlework, suited to the special requirements of a district, may be submitted to the Department by the managers of a school. Such schemes may usefully include provision for the practical mending of the children's own clothes.

PUPIL-TEACHERS (GIRLS).

First Year.

1. A woman's chemise or a man's nightshirt, cut out, tacked together, and partly made in every detail.

2. Gusset making.

3. A reduced and an enlarged pattern of the garment selected for the year's work (paper or material); measurements to be stated.

Second Year.

1. A child's nightgown or a girl's overall, cut out, tacked together, and partly made in every detail.

2. Patching in calico, print, and flannel.

3. A woman's stocking or a knitted sampler showing the intakes at the back of a stocking, the turning of a heel, and the decreasings and finishing off of a toe.

Third Year.

1. A tucked flannel petticoat or a child's pair of drawers, cut out, tacked together, and partly made in every detail.

2. Darning on coarse linen (diagonal cut) and on woollen material (hedge-tear or three-cornered darn.)

3. Cutting out in paper the flat pattern of a small nightdress (the folding or the measurement system may be followed).

Fourth Year.

(Preparatory to King's Scholarship Examination.)

1. A sampler in calico, showing all the stitches required in the making and mending of calico garments.

2. A sampler in flannel, showing all the stitches required in the making and mending of flannel garments.
3. Paper patterns cut out by proportion or by measurement of a chemise, a pair of drawers, and a petticoat.

NOTES.

1. In all cases the specimen garments and patterns must be done without assistance and must be presented to His Majesty's Inspector as they left the worker's hands. All garments must have been cut out by the makers.
2. Only one of the two garments mentioned in paragraph 1 (first, second, and third year), is to be made up by the pupil-teacher, but the measurements and manner of making up the other garment must be learnt by her.
3. Whenever a child's garment or the pattern of a child's garment is made, the age of the child for whom the garment is intended should be stated.
4. The garments should be of plain simple pattern showing intelligence and good workmanship, but without elaborate detail.

PUPIL TEACHERS.

On the day of Annual Examination, an exercise may be given testing the pupil teachers' knowledge of the needlework of their year, in accordance with the requirements of the Schedule.
The materials required for these exercises are as follows :—

FIRST YEAR.
1 piece of calico 9 inches square.
1 linen button (unpierced).
Suitable needles and sewing cotton.
1 sheet of lined paper.

SECOND YEAR.
1 piece of calico 9 inches square.
1 piece of print 6 inches square.
1 piece of flannel 6 inches square.
1 linen button (unpierced).
Suitable needles and sewing cotton.
4 knitting pins and knitting cotton.
1 sheet of lined paper.

THIRD YEAR.
1 piece of calico 9 inches square.
1 piece of coarse linen 4 inches square
1 piece of flannel 6 inches square.
1 piece of flannel binding ¼ yard.
1 piece of tape 2½ inches long.
Suitable darning and sewing needles and cotton.
1 sheet of lined paper.

INSTRUCTIONS to H.M. INSPECTORS as to EXAMINATION in NEEDLEWORK.

1. All work done by the children from the beginning of the working school year shall be preserved in the school and shown to the Inspector at any of his visits should he require it. The work should be presented in the same condition as when completed by the scholars.
2. The Inspector may at any of his visits make enquiry as to the teaching of needlework in any or all of the classes of the school, and shall make such enquiry at least once a year. He will on such occasions direct his attention to ascertaining from enquiry and from examination of the finished work whether :—
   (*a*) Sufficient time is given to instruction in needlework.
   (*b*) Whether the instruction is evenly distributed throughout the year.
   (*c*) Whether, having regard to the time of his visit, a sufficient quantity of useful garments and knitted articles has been completed.
   (*d*) Whether sufficient opportunity is given for practice in mending garments as indicated in paragraph 13.
   (*e*) Whether due attention is paid to *all* the exercises set down in the accompanying Schedule or in any scheme of work which has been specially approved in substitution therefor.

3. For the purpose of his enquiry he may set the children in any classes exercises corresponding to that part of the Schedule or scheme of work which has been overtaken at the time of his visit.

4. These exercises shall, as far as possible, be given upon the garments with which the children are occupied at the time. A certain amount of preliminary practice of stitches upon waste material may be useful, but there is reason to fear that in many cases too great a portion of the time allotted to needlework is occupied in practising examination tests in this manner to the detriment of more useful work, and such practice should be discouraged.

5. The Inspector will also, where possible, take opportunity of seeing a class at work, and may require teachers of all grades, including pupil teachers and assistants, certificated or uncertificated, to give evidence of their power of teaching needlework by demonstration and by the simultaneous method.

6. It is important that too fine needlework should be avoided. No exact rule as to the size or number of stitches (on a given space) can be laid down; but the approximate standard to be kept in view, in hemming, seaming, and stitching, may be taken to be as follows:—

Hemming.	Infant Division, about 6 to 10 stitches to the inch.
	Junior and Senior Divisions, about 8 to 18 stitches to the inch.
Seaming and stitching.	Junior and Senior Divisions, about 12 to 18 stitches to the inch.

(According to material.)

7. It is essential, however, that children should be taught needlework according to this approximate standard without counting threads (a habit which is most pernicious to the eyesight), and that their knowledge of it should be attained simply by training the hand to work with the eye.

8. Care should be taken that children of weak eyesight are given an exercise which will not be injurious to their eyes, and in serious cases they should be excused altogether.

9. If the specimens are taken away for examination, it is desirable that at the close of the time allotted, each child's work should be folded separately, the exercises in each group tied together, and marked Junior or Senior Division, with the name of the school outside.

10. Coloured cottons are recommended throughout. The object of giving two colours is to test the children's knowledge of "joinings"; this must be attended to in all cases.

11. Great attention should be paid to evidence of carefulness in teaching "joinings" and "fastenings" on and off, and to general neatness of finish.

12. In cutting out, more credit should be given to correct proportions and useful intelligent work than to elaborate or trimmed paper models. This applies more particularly to the cutting out that may be shown as part of the work of the year.

13. In order to give more practical illustration to the lessons in mending, it is desirable that the teachers should allow a certain number of children in the Senior Division to bring to school garments needing repairs, and should superintend the mending of them.

14. In future the exercise in hemming and the needle, position, and knitting-pin drills will not be compulsory for children in or below the lower division of infants.

15. The needlework of half-time scholars should in all cases be leniently judged, both as regards quantity and quality.

FOURTH SCHEDULE.

DRAWING.

Infant and Junior Divisions.	Senior Division.
(1) Free arm drawing upon a large scale, with chalk or charcoal, of elementary forms of ornament.	(1) More advanced examples of the same, including plant and animal forms—to be drawn also in pencil.
(2) Drawing from the *actual object* simple forms not requiring applications of perspective:—memory drawing.	(2) The same, but involving applications of perspective.
(3) (Optional). Modelling in clay; brush drawing; or other approved forms of educational handwork.	(3) (Optional). Modelling in clay; brush drawing (more advanced work). Simple exercises in cardboard work, woodwork, or other form of educational handwork, illustrative of the Geometrical Drawing as underneath (4).
(Optional for girls)	(4) The use of T and set squares and the construction and use of simple scales. Drawings to be made from dimensioned sketches, and from actual measurement of lines and surfaces. Plans and elevations of *straight* edged solids. (The scholar must be able to work to scale from measurements taken by himself).

This syllabus is recommended for adoption generally, and it is expected that it will be followed as a rule by teachers who have been under instruction in drawing in classes conducted under Article 91 (*d*) of the Code. Managers, however, are at liberty to submit alternative proposals, which will be considered on their merits.

Courses of instruction in drawing under Article 91 (*d*) of the Code must be drafted with a view to the preparation of teachers to give instruction according to the present syllabus.

FIFTH SCHEDULE.

SUBJECTS OF INSTRUCTION UNDER ARTICLE 21 COMMON TO ALL CLASSES.

A.—*The study of English.*

The main object of this study shall be to create a taste for good literature.

The chief means of carrying on this study should be :—

(1) Systematic home reading, with properly directed choice of books.

(2) An efficient system of reviewing, explaining, and testing in school the reading done at home.

(3) The committing to memory, after discussion and explanation, suitable pieces of verse and of prose.

(4) Systematic teaching and practice of English Composition.

B.—*Certain studies bearing upon matters which it is of concern that all the pupils should know, whatever their occupations in after life are to be.*

Under this heading may be specified :—

(1) The Laws of Health.

(2) Money Matters—Thrift, Investment, Insurance.

(3) The Conditions of Trade and Employment.

(4) The Institutions of Government under which we live.

(5) The Empire—its history, growth, and trade ; our Colonies and the openings for enterprise which they afford.

(6) Nature Study, Drill, and Singing.

Reference is made to their Lordships' Circular letter of 16th February, 1903, for an explanation of the spirit in which they desire these studies to be pursued, and for certain suggestions as to method.

As stated in the Circular, it is not considered imperative that all the topics mentioned under Head B. should be taken up with the same set of pupils.

SIXTH SCHEDULE.

SUPPLEMENTARY COURSES UNDER ARTICLE 21.

I. COMMERCIAL COURSE.

(1) *Arithmetic.*—(*a*) The principles of Arithmetic studied and exemplified in their application to cases such as actually occur in business transactions;

(*b*) Training in expertness of calculation and in the use of short methods, including especially practical applications of the decimal systems (*e.g.*, calculations in decimal money, rapid and direct expression of British money in decimals of £1, etc.)

(2) *Bookkeeping.*—The principles of Bookkeeping, illustrated by the keeping of accounts in simple form.

(3) *Common Commercial Documents* (such as Invoices, Accounts, Receipts, Cheques, etc.): their purpose and proper form.

(4) *Handwriting.*—Systematic practice to secure *speed* in combination with legibility and correctness of form.

(5) *Shorthand* (optional).

II. INDUSTRIAL COURSE.

(1) *Geometry and Mensuration*—(*a*) Construction and measurement of figures drawn to scale by the use of compasses, protractors, set squares, etc.;

(*b*) Construction and use of graphs;

(*c*) For advanced pupils, mensuration of regular solids.

NOTE.—The teaching throughout must deal with concrete problems; and in the use of mathematical instruments correct methods and exactness of measurement must be looked upon as of prime importance.

(2) *Applied Arithmetic*—Including especially decimal operations, the Metric system, and money calculations such as occur in industrial transactions.

(3) *Woodwork* or *Ironwork* (or both).—Workshop practice, from working drawings made by the pupils.

(4) *Mechanics.*—The simple principles of Mechanics; and with more advanced students, elementary problems in Machine and Building Construction.

III. COURSE FOR RURAL SCHOOLS.

(1) *Nature Study.*—Continued so as to secure on the part of the pupils familiarity with

(*a*) The rocks, soils, and plants of the district;

(*b*) The life histories of weeds and insect pests, with the remedies against them;

(*c*) Wind and insect pollination of plants;

(*d*) Relations of air, water, and soil to vegetable and animal life.

NOTE.—Instruction in the above subjects must throughout be of a *practical* character. To this end, School Gardens should be encouraged; observations on bees and bee-keeping should be made where possible; and advantage should be taken of any Agricultural Experiment Stations in the neighbourhood.

(2) *Geometry.*—As in the Industrial Course, but more especially in its applications to Land Measuring and Surveying.

(3) *Study of Newspaper Market Reports.*—With exercises and calculations based upon them.

(4) *The Keeping of Accounts.*

(5) *Optional*—*Woodwork* (or *Ironwork*) as above.

IV. HOUSEHOLD MANAGEMENT (GIRLS') COURSE.

(1) *Housekeeping*—Including

(*a*) Care of Rooms, Furnishings, and Clothing;

(*b*) Marketing, and the keeping of Household Accounts;

(*c*) Cookery;

(*d*) Laundry Work;

(*e*) Needlework—Especially Mending, Darning, and Cutting-out.

NOTE.—All the above subjects must be taught *practically*.

(2) Special extension of such topics under B. (1) of the Fifth Schedule as bear upon the *Health* of the *Individual* and of the *Family*.

(3) *Arithmetic*—As applied in the calculation of prices and the practical use of the common weights and measures.

(4) *Scale Drawing*—As applied to the making of diagrams for cutting out (optional).

(5) *Dressmaking*, and the use and care of the sewing-machine (optional).

Reference is made to their Lordships' Circular letter of date 16th February 1903, for further explanation as to the scope and method of these Courses.

APPENDIXES.

I.—Showing separately (for 1905) all ARTICLES modified, and all new ARTICLES.

II.—CIRCULAR (No. 329) to TRAINING COLLEGES and LOCAL COMMITTEES for the TRAINING of KING'S STUDENTS.

III.—MINUTE of the COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND, dated 4th March 1895, with respect to certain PARISHES in the COUNTIES of ROSS and INVERNESS, where difficulties have arisen as to the SCHOOL PROVISION.

IV.—MEMORANDUM as to CURRICULUM of HIGHER GRADE SCHOOLS or DEPARTMENTS.

APPENDIX No I.

SHOWING separately (for 1905) all ARTICLES

Articles in the Code of 1904 which are modified in the Code of 1905.

19. A. 4 (*a.*) * * * system. *In the Senior Division this exercise may take the form of military drill.*

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19. A. 6. (*a.*) Nature Knowledge (*object lessons*)—the * * *

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19. B. 2. * * * exercise *or military drill* are * * *

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19. D. * * * Act 1897, be deemed * * * *

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19. E. (*a*) *A grant of 10l.* [*or 15l.*] *is made in respect of each assistant teacher required to make up the minimum staff of the school, who, after serving in that capacity for three years in schools under the same management, and receiving during that time special instruction under arrangements approved by the Department, obtains a place in the second* [*or first*] *division at the examination for certificates, in second year papers.*

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21. * * * submitted to the Inspector *for approval* a normal * * *.

APPENDIX No. I.

modified and all NEW ARTICLES.

New, or modified, Articles in the Code of 1905

19. *Note [New].

iii. *If a section only of the school has been closed under medical authority, the average attendance may be calculated separately for that section, the proportionate reduction specified under this footnote being made from the number of meetings in respect of the section so closed, and the average attendance for the rest of the school being calculated in the ordinary way.*

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19. A. 4. (*a*) * * * system ‡

‡ Note [New].

‡ *The system of physical exercise should, as far as possible, follow the lines of the new Model course.*

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19. A. 6. (*a.*) Nature Knowledge—the * * *

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19. B. 2 * * * exercise are * * *

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19. D. * * * Act, 1897, *and of the General Aid Grant* be deemed * * *

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19. E. (*a.*) [Dropped.]

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21. * * * submitted to *and approved by* the Inspector *on behalf of the Department* a normal * * *

Note [New].

‡ *In rural schools, such schemes may provide for the instruction of selected pupils in one or more languages in addition to the subjects of the supplementary course, or in substitution for subjects under Schedule V. B. or Schedule VI. to such extent as may be sanctioned by the Inspector. Certification as to the degree of a pupil's proficiency in any language may be obtained by presentation at the Leaving Certificate Examination, and no entry as regards languages will be made on the Merit Certificate.*

Articles in the Code of 1904 which are modified in the Code of 1905.

21. (*b*) * * * instruction *in the relative supplementary course*, and the * * *

21. (*c*) As a condition of *these grants* the Department * * *

24. * * * scholars at *military drill*, or swimming * * * * * case of *military drill*, for more * * *

29. * * * Chapter IX. *from the* 1*st of August following.* †

Notes *, †, and ‡.

* *The visit of the Inspector will be made normally once a year only, viz., between* 1*st April and* 31*st July. The condition as to attendance will be held to be satisfied in the case of a pupil presented between these dates if he has been in regular attendance, as specified, from* 1*st January preceding.*

† *Intimation must be made to the Inspector of the number of candidates to be presented for the purpose of this Article, not later than* 1*st April in each year. Should the Inspector be unable to visit the school between that date and the* 1*st of August following, the pupils to be presented may be provisionally enrolled as from the* 1*st of August, pending the decision of the Inspector at any subsequent visit.*

‡ *Pupils who, on being presented to the Inspector, fail to satisfy him as to their attainments, may not be presented again till the following year, but their attendances may be provisionally registered for grants at the higher rate as from the* 1*st February of that year, pending the decision of the Inspector upon their next presentation.*

New, or modified, Articles in the Code of 1905.

21. (*b*) * Note [New].

* *See Article 29I. For the purpose of these grants, a pupil may be taken to be twelve years of age at the "fixed date" (preceding or succeeding) which is nearest to his twelfth birthday.*

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21. (*b*) * * * instruction and the * * *

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21. (*c*) As a condition of *the grants referred to in the foregoing sub-section* the Department * * *

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24. * * * scholars at *approved forms of physical exercise*, or swimming * * * * * * case of *approved forms of physical exercise*, for more * * * * .

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29. I. * * * Chapter IX. *of the Code.**

* Note [New].

* *Enrolment for the purposes of these grants must be made from certain fixed dates (not more than three) proposed by the Managers and sanctioned by the Department. These dates, when selected, must be adhered to for a series of years. In default of any special application by Managers, these dates will be taken to be the 1st of August, 1st of January, 1st of April, or the next following days on which the pupil is in attendance.*

Pupils may be enrolled at these dates after approval by the Inspector, and pupils who are otherwise qualified, except as regards approval by the Inspector, may be provisionally enrolled subject to confirmation by the Inspector at his next visit. Managers will be responsible for directing the attention of the Inspector to any cases of provisional enrolment since the date of his preceding visit, and no such enrolment will be deemed to be valid except when in accordance with a schedule signed by him.

Notes *, †, and ‡ Dropped.

Articles in the Code of 1904 which are modified in the Code of 1905.

29. * * * granted *upon leaving school* to any scholar who, after * * * year, is certified * * * course. Each *such* pupil shall * * * upon the certificate.*

* Note.

* *Candidates fulfilling these conditions who may be entitled to leave school during the course of the ensuing session, may be proposed to the Inspector for the award of a Merit Certificate, at his visit between* 1*st April and* 31*st July.*

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30. *Where the managers have complied with any notice of the sanitary authority of the district in which the school is situated, or any two members thereof acting on the advice of the Medical Officer of Health, requiring them for a specified time, with a view to preventing the spread of disease, or any danger to health likely to arise from the condition of the school, either to close the school or to exclude any scholars from attendance, they may appeal to the Department if they consider the notice to be unreasonable.*

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70. (*b.*) * * * and one Mathematics. *In lieu of the pass in Mathematics a pass in the Higher Grade in Arithmetic will be accepted for boys and a pass in the Lower Grade in Arithmetic for girls.*

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70. (*d.*) 5. * * * Needlework. *In lieu of the pass in Mathematics a pass in Arithmetic of the Higher Grade will be accepted for boys and a pass in Arithmetic of the Lower Grade for girls.*

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70. (*d.*) 6. * * * one Mathematics, *or, for girls, Higher Arithmetic, or Lower Mathematics with Higher Arithmetic* and one * * *

New, or modified, Articles in the Code of 1905.

29. II. * * * granted to any scholar *over fourteen years of age at a certain fixed date* * who, after * * * year, *remains at school till the said fixed date,* is certified * * * course. Each pupil *enrolled in a supplementary course* shall * * * upon the *merit* certificate.

* Note.

* *See preceding note to this Article. For the purpose of the award of a Merit Certificate, a candidate may be taken to be 14 at the "fixed date" preceding or at that succeeding his fourteenth birthday, whichever is the nearer. Intimation should be made to the Inspector on the appropriate form at the beginning of each term, of any candidates to whom it is proposed to award certificates at the close of that term, and if the Inspector signifies that he will be unable to visit the school during the term, exercise books and any other available evidence of the candidates' proficiency must be forwarded to him, together with the schedules containing the teacher's recommendations, for his consideration and decision as to the award of certificates. Managers will be responsible in all cases for due presentation of the evidence of proficiency, and for obtaining the Inspector's confirmation of the proposed award of certificates.*

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30. *If the sanitary authority of the district in which the school is situated, or any two members thereof, acting on the advice of the Medical Officer of Health, require either the closure of the school in whole or in part or the exclusion of certain children for a specified time, with a view to preventing the spread of disease or any danger to health likely to arise from the condition of the school, such requirement must at once be complied with, but after compliance appeal may be made to the Department if the requirement is considered unreasonable.*

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70. (*b.*) * * * and one Mathematics.†

Footnote :—

† *The following, if obtained previously to 1905 will be accepted in lieu of the pass in Mathematics: In the case of boys, a pass in Higher Arithmetic. In the case of girls, a pass in Lower Arithmetic.*

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70. (*d.*) 5. * * * Needlework.

Footnote :—

* *See Footnote* † *to Article* 70 (*b*).

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70. (*d.*) 6. * * * one Mathematics † and one * *

Footnote :—

† *In the case of girls, the following will be accepted in lieu of the pass in Higher Mathematics :—A pass in Lower Mathematics, if obtained subsequently to 1904; or a pass in Higher Arithmetic, or Lower Mathematics with Higher Arithmetic, if obtained previously to 1905.*

Articles in the Code of 1904 which are modified in the Code of 1905.

79. (*c.*) Footnote (1) :—

* * * with Higher Arithmetic and one * * *

Footnote (3)

* * * Mathematics *or for women Higher Arithmetic* and one * * *

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95. (*a.*) (3) and 96 (*b*) * * one Mathematics, *or for girls Higher Arithmetic, or Lower Mathematics with Higher Arithmetic* and one * *

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138 and Footnote :— * * * Department.

Such schools or departments may give an education which is either predominantly scientific and technical—Higher Grade (Science) Schools—or predominantly commercial—Higher Grade (Commercial) Schools—or they may give a course which is recognised by the Department as specially suited to girls or to special classes of pupils. In all cases the Department must be satisfied that the school possesses the proper provision of class-rooms, laboratories, and workshops necessary for the particular type of education to be given therein.*

* *With the sanction of the Department a uniform course in preparation for the Intermediate Certificate (Leaving Certificate Examination) may be substituted for these special courses, and in that case, the conditions of the second and third paragraphs of Article 140 shall not apply. In order to obtain the sanction of the Department,* such a course * * * these subjects.

In circumstances approved by the Department a Higher Grade School may be recognised as giving alternative courses (two or more) provided that there is a supply of qualified teachers for each course; that the organisation of the school is not unduly complicated; and that, as a rule, pupils follow out the course with which they begin.

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139. *In all Higher Grade Schools of whatever kind, the curriculum must embrace the subjects of English, History, Geography, Higher Arithmetic, and Drawing, and the instruction in these subjects must follow the lines indicated in Appendix No. 3.*

Pupils following the Higher Grade Science Course must take in addition the following Subjects:—Mathematics, Experimental Science, and as a rule some form of Manual Work.

Pupils following the Higher Grade Commercial Course must, as a rule, take in addition to the subjects named in the first paragraph of this Article, one or more Modern Languages, Book-keeping, Shorthand, and knowledge of Commercial Products. The study of Arithmetic, of History, and of Geography in this course should have a commercial application, and the teaching of a modern language should have for its object the attainment of ability to speak as well as to read and write the language.

Special Higher Grade Courses for girls may be admitted, giving in addition to the subjects named in the first paragraph of this article, a practical training in Household Economy.

New, or modified, Articles in the Code of 1905.

79. (*c.*) Footnote (1.) :—

* * * with Higher Arithmetic, *if obtained in the examination of 1904 or any prior examination, or Lower Mathematics if obtained subsequently to 1904*) and one * * *

Footnote (3) * * * Mathematics and one * * * *

Footnote (4.) :—

Any corresponding or higher examination approved for the purpose by the Department.

95. (*a.*) (3.) and 96 (*b.*) * * * one Mathematics,* and one * * *

Note.—*See Footnote † to Article 70 (d) 6.*

138 and Footnote :— * * * Department.

As a rule, such a course * * * these subjects. *The instruction in each subject should follow the lines indicated in Appendix No. 4.**

* *Higher Grade Schools or Departments recognised in terms of former Codes may, if so desired, continue to give instruction (for a further limited time) according to the scheme already approved for the school, and in such cases the terms of Articles 139 and 140 of the Code of 1904 shall apply.*

139. *Pupils who have completed a three years' course according to the approved scheme, and have qualified for the award of an Intermediate Certificate, except as regards the requirement of a pass on the Higher Grade standard in some subject of the course, may either continue their studies on the lines of their previous general course or may receive an education which is either predominantly scientific and technical, or predominantly commercial, or is specially suited for girls (Household Management Course).*

Articles in the Code of 1904 which are modified in the Code of 1905.

140. *The first year of the different courses in the same school may be identical, provided that it includes instruction both in experimental science and in a modern language.*

In the second year of the Higher Grade Science Course not less than eight, and in the third year not less than ten hours a week must, as a rule, be allotted to Science and at least half of this time must be spent by the pupils in individual experimental work. For the purpose of this Article three hours of Drawing or of Manual Instruction or of both conjointly will be reckoned as equivalent to two hours of Science. In the third and following years Manual Instruction may be dropped, and the pupil should devote himself to the study of some special branch of Science.

In the second year of the Higher Grade Commercial Course at least eight hours, and in the third year ten hours a week must, as a rule, be allotted to the study of a modern language or languages.

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142. (*a.*) * * * pupils enrolled * * *

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142. (*c.*) * * * course *of a definite character, spend any further time in the study of the same subjects*, 4*l.* 10*s.*

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148. * * * Fees, and in * * *

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161. *The Department may recognise for payment under Article* 21 *attendances made, before* 31*st August*, 1903, *by pupils qualified for such payments either under that Article or under the corresponding Article of the Code of* 1902.

Pupils who will be entitled to leave school during the session 1903–4, *may be presented to the Inspector at his visit of this year, for the award of a Merit Certificate in terms of Article* 29 *of the Code of* 1902.

New, or modified, Articles in the Code of 1905.

140. *In all cases the Department must be satisfied that the school possesses the necessary provision of class-rooms, laboratories and workshops.*

142. (*a.*) * * * pupils *over twelve years of age* enrolled * * *

142. (*c.*) * * * course, *are pursuing their studies according to the scheme for the third year's course, or, being qualified as prescribed in Article 139, are receiving further instruction according to an approved scheme,* 4*l.* 10*s.*

148. * * * Fees, *the General Aid Grant,* and in * * *

161. [Dropped.]

Articles in the Code of 1904 which are modified in the Code of 1905.

APPENDIX No. I.

APPENDIX No. III.

(D.) *Drawing.—The course in its earlier stages should embrace instruction in Freehand Drawing, Model Drawing from common objects as well as from geometrical models, and drawing to scale of plan elevation and section. It should be followed or accompanied by simple exercises in the elements of design. In the higher stages the course may bifurcate, attention being given principally either, on the one hand, to the development of artistic faculty, or, on the other hand, to the instruction of the pupils in the various forms of Mechanical Drawing which find practical application in the workshop and the drawing office.*

(E.) *Experimental Science.*—The course in Science should proceed * * * *

(G.) *Subjects of Practical Instruction.—*

Girls—Needlework and Dressmaking, Cookery.

Boys—Woodwork, Ironwork, Clay Modelling. In the latter subjects, and in Dressmaking for the girls, the pupils will be expected to make a practical application of the Drawing taught in the school, and the knowledge acquired in the Science lessons can, to some extent, be turned to account for the explanation of the processes in Cookery.

Various other subjects of practical instruction having in view the preparation of pupils for their probable future occupations, may properly find a place in the programme of studies. Such subjects are Book-keeping, Shorthand, Typewriting, Laundry Work, Housewifery, Dairying, Gardening, &c. Instruction in these subjects should not be given indiscriminately to all pupils, and in no case should it be in substitution for instruction in subjects of a more disciplinary character.

New, or modified, Articles in the Code of 1905.

APPENDIX No. II.

Note to V. [New.]

* *These regulations have been somewhat modified:—All candidates for recognition are now required to pass a special written examination. (See Circular Letter Number 377 of date 8th February, 1904, to Training Colleges and Local Committees.)*

Note to VI. [New.]

† *Such Students will, in addition, be required to fulfil the conditions laid down in Article 50 (b) as to probationary service in Infant Schools.*

APPENDIX No. IV.

(D.) *Drawing.—The course of instruction in Drawing should be in accordance with a scheme specially approved for the purpose of the Leaving Certificate Examination in Drawing.*

(E.) *Experimental Science.*—The course in Science *should be in accordance with a scheme similarly approved and* should proceed * * *

(G.) [Dropped.]

APPENDIX No. II.

CIRCULAR 329.

Circular to Training Colleges and Local Committees for the Training of King's Students.

SCOTCH EDUCATION DEPARTMENT.

DOVER HOUSE,

WHITEHALL, LONDON, S.W.

30*th August*, 1901.

Sir,—Following the precedent set in the case of science and drawing last year, my Lords have now resolved as regards the other subjects also of examination for students in training, to depart from the practice of examining the students upon a uniform prescribed syllabus, and, subject to certain general conditions, to invite the authorities charged with the training of Teachers (hereinafter called Managers) to submit for approval the courses of instruction which they deem best suited for different classes of students. To facilitate the formation of well-ordered and coherent courses of study covering the *whole* period of the student's training, They have resolved, as you will observe from the footnote to Article 47, I. of the Code, to discontinue the separate examination at the end of the first year of training.

I. In framing courses, regard should be had to the following considerations :—

(*a.*) The students dealt with fall into two main classes, viz. : (1), those who being qualified in terms of Article 95 (*d*), or 96, are in attendance at University classes ; and (2), those who are not. A separate course of instruction should be submitted for each of those classes of students.

(*b.*) The subjects of instruction also fall into two main classes, viz., (1) those intended to secure a sufficiently high level of general culture on the part of the students themselves, and (2), what may be termed professional subjects. The provision to be made under both these heads for each of the foregoing classes of students should be distinctly shown.

(*c.*) The work of the University students—and in a less degree the work of the Non-University students—will naturally fall into two distinct periods in each year, viz., the winter session and the summer session, and a conspectus of the range of work for each session separately should be given.

II. Provision must be made for the due instruction of NON-UNIVERSITY STUDENTS in the following subjects :—

A.	B.	C.
1. Physical Exercises and Drill.	1. Voice production and Phonetics.	1. The principles of Education.
2. English.	2. Drawing.	2. School methods and practice in teaching.
3. History.	3. Singing.	
4. Arithmetic, Algebra and Geometry.	4. Needlework (for women).	
5. Science.		
6. Geography.		

(*a.*) The instruction in each of these subjects should follow the indications given under the several heads in the Appendix to this circular.

(*b.*) The subjects of Division B. must be taken by all students except such as may be exempted by special permission of the Inspector of Training Colleges.

(*c.*) Students who on entering or during their course show special proficiency in subjects B. 2, 3 and 4, may be allowed to give a reduced time to these subjects.

(*d.*) While the subjects of Division B, except as specified above must form part of the regular course of instruction for all students towards obtaining a certificate, the certificate issued will not of itself confer a qualification to teach subjects B. 2, 3 and 4. Such qualification will be given to those students only who have reached a certain standard of attainment in the particular subject.

(*e.*) The foregoing subjects, except where otherwise specified, must be taken by all Non-University students, and candidates who have successfully completed the course of study in these subjects, may be recognised as "certificated teachers" in terms of Article 52 of the Code.

III. UNIVERSITY STUDENTS:—

(*a.*) The classes to be taken by students at the University should be arranged for each College in one or more groups, one or other of which shall be taken by each student in a prescribed order of classes. The classes composing each group should be determined by considerations of the value of each towards the training of a teacher, and not by the convenience of students in working towards a degree. A three years' course should be shown for each group irrespective of whether the students as a whole will proceed to a third year of study.

(*b.*) When the classes of English Literature or Natural Philosophy form part of any group they must not be taken earlier than the second year of study, and must be preceded by the first year's courses in English and Science respectively arranged for Non-University Students.

(*c.*) University students, in order to be recognised as "certificated teachers," must, in addition to the University classes prescribed in the scheme submitted by managers and approved by the Department, take also the subjects of II. C. They may be exempted from the subjects of II. A. (except the subjects of English and Science in which a full two years' course must be taken, of which one year may be at the University classes of English Literature or Natural Philosophy), and from such of the subjects of II. B. as the Department, on the proposal of managers, may determine. The certificate issued in such cases will not carry a qualification to teach the subjects of II. B. in respect of which exemption is granted.

IV. The award of marks for the various subjects, following the practice adopted in former years in the case of University students, and extended in the past session to the subjects of science and drawing, will be made on the report of the various Professors or Lecturers, and in the case of training colleges of the Principal of the college, but subject to such investigation and further examination as the Inspector of Training Colleges shall see fit to make either personally or through any officer of the Department. The report of the various Professors and Lecturers shall take account not merely of the results of class examinations held by them, but also of the class exercises of the student, whether written or practical, and of his appearances in oral examinations of the class. The materials upon which the report is based, so far as these are available, shall be submitted for the consideration of the Chief Inspector of Training Colleges or his deputies, at such times and places as he may determine. The Department reserves to itself the right in all cases to hold such supplementary or control examinations as may be deemed necessary.

V. Recognition as a "Certificated Teacher" (Article 52 of the Code) granted upon the successful completion of courses of study as aforesaid tested in the manner laid down in paragraph IV. shall not carry a qualification to teach a modern language, but an endorsement of such qualification may be made in respect of any language for which a student* holds a Higher Grade or Honours Leaving Certificate or in which he has passed an examination accepted by the Department as equivalent, provided that he has been duly instructed in the method of teaching the subject and has satisfied such tests as to knowledge of the spoken language, as the Department may from time to time impose.

VI. Similarly, recognition as a "Certificated Teacher" shall not carry a qualification as teacher in a specially recognized Infant Department (Article 19 B 5 of the Code), but an endorsement of such qualification may be given in the case of students† who successfully complete a special course of instruction in Infant School methods. Such courses must provide sufficient practice for the students in Elementary Handwork, and in the other special occupations of an Infant School.

VII. Managers may provide in their own or other institutions supplementary courses for the training of any or all of their students in :—

(*a.*) Household Management (including Cookery and Laundry work).
(*b.*) Woodwork or other manual occupations.
(*c.*) Agriculture or Horticulture.
(*d.*) Any other well-defined course of study calculated to enhance the efficiency of teachers for special classes of Elementary Schools.

The details of such courses must be submitted to the Department for approval and a corresponding endorsement will be made on the certificates of students who successfully complete an approved course.

VIII. Managers should submit in the first place, and at as early a date as possible, a general plan of study showing the distribution of the foregoing subjects over the whole period of the students' training. Except where otherwise stated, Managers are free to make their own proposals as to the relative time to be allotted to the various branches of study and the duration of each course. When this general plan has been approved time tables and syllabuses of work in conformity therewith should be submitted at the beginning of each session.

IX. My Lords will be prepared to consider, if necessary, proposals for the modification of the foregoing regulations in respect of the present second year students.

I have, &c.,

H. Craik

APPENDIX TO CIRCULAR 329.

The nature and scope of the instruction in the subjects of paragraph II. of the foregoing circular, should where specified in the following syllabus follow the indications given under the several heads.

A.

1. Physical exercises and drill; explanation of the *rationale* of the exercises, and a course of instruction in the laws of health.

* These regulations have been somewhat modified :—All candidates for recognition are now required to pass a special written examination. (*See* Circular Letter Number 377 of date 8th February, 1904, to Training Colleges and Local Committees.)

† Such students will, in addition, be required to fulfil the conditions laid down in Article 50 (*b*) as to probationary service in Infant Schools.

2. English. (Instruction in this subject in one or other of its branches must extend over the whole period of training.)

(*a.*) Instruction in the principles and practice of English Composition.

(*b.*) The study in class and in detail of the style, subject matter, and literary and historical associations of selected works of English Literature. The works selected should comprise examples both of poetry and prose, and should be typical of different periods of Literature.

(*c.*) The home reading by the students of a wider range of selected books with a view to obtaining an acquaintance with the subject matter, and the writing of themes or compositions thereupon. The books selected for this purpose should comprise at least one standard work on History.

(*d.*) An elementary study of Latin with a view to the better comprehension of English. This should comprise a study of the common Latin word-forms and constructions, especially in their bearing upon the structure of English. It should be carried to such a point as to enable the students to make out the meaning of easy passages from a Latin delectus.

3. History. Examinations on the contents of the work of History read under 2 (*c.*); comparison with other accounts of the same events; a course of lectures on present day institutions of Government and their historical origins.

4. Principles of Arithmetic, Algebra and Geometry.

This should include a thorough explanation of arithmetical conceptions—in particular of the functions of vulgar and decimal fractions—and their generalisation in algebraical form.

Geometry, in the case of women students, may be restricted to geometrical drawing and the theory of the geometrical constructions and conceptions which naturally emerge in the Science course.

5. Science.

(*a.*) A course of experimental work in Elementary Physics and Chemistry extending over the winter session of both years.

(*b.*) A similar course of first-hand investigation by the student relating to one or more branches of Natural Science to be conducted in the summer terms. (Courses of the kind conducted by several of the colleges last session will satisfy these requirements.)

The primary object of the course is a disciplinary one, viz., the training of the students in the methods of scientific investigation. It should have the result of accustoming the student to represent and describe phenomena as he actually sees them, and to form his own theories and apply his own tests with such guidance and explanation as the instructor in charge of the course may find it expedient to give. The accumulation of knowledge is a matter of secondary importance.

6. Geography.

A course of lectures on the study of geography. Practical exercises in the construction and use of maps, including sketch maps from rough surveys of the physical features of neighbouring localities.

B.

1. A course of instruction in Reading and Speaking. Voice production; the discrimination of English sounds and their representation in phonetic and common alphabets.

2. Drawing. A course embracing the sub-divisions of Schedule IV. of the Code and such more advanced work as the students may be capable of.

3. Singing and knowledge of musical notation.

4. Needlework (for women).

C.

1. The principles of education, including such preliminary study of psychology, logic and ethics, as may be necessary.

2. School methods and correlated practice in teaching.

The best methods of conducting a class in the following subjects in different divisions of the school.

(*a.*) Reading.

(*b.*) Spelling.

(*c.*) English (the understanding, speaking, and writing of).

(*d.*) History.

(*e.*) Arithmetic.

(*f.*) Nature Study.

(*g.*) Geography.

(*h.*) Writing.

(*i.*) Drawing.

(*j.*) A language (optional).

Practice should also be given in conducting a class in Physical Exercises and Drill.

This course should combine the theory and practice of teaching the subjects named. It should comprise the discussion of the objects to be aimed at in the teaching of each subject, the criteria of good results, the proper gradation of the subject to suit different classes, methods of correlating different subjects so as to secure unity of result, the difficulties encountered by children in the study of each subject, and the best methods of meeting them. All these points should be exemplified from the classes of the practising school, and practice in teaching *each* subject should be combined with or follow immediately upon the discussion of that subject.

APPENDIX No. III.

MINUTE of the COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND, dated 4th March 1895, with respect to certain PARISHES in the COUNTIES of ROSS and INVERNESS, where difficulties have arisen as to the SCHOOL PROVISION.

At Dover House, Whitehall, the 4th day of March 1895.

BY THE LORDS OF THE COMMITTEE OF PRIVY COUNCIL ON EDUCATION IN SCOTLAND.

Whereas it has been represented to my Lords that, in certain parishes, the school boards find it difficult to meet their liabilities or to continue to maintain and keep efficient the schools under their management:

And whereas it appears that the school rate required in some instances to enable the school boards to perform this duty would impose a burden on the localities in excess of that which these localities can be expected to sustain:

And whereas it is expedient that further means should be taken to promote efficient and economical administration in the educational affairs of these parishes, and to increase the number of those who make use of the school provision available therein:

And whereas under a Minute of the Scotch Education Department, of date 21st December 1888, provision was made whereby certain special arrangements might be adopted with regard to schools in such districts, and whereby in connexion with such arrangements special assistance might be granted to the schools out of sums at the disposal of the Secretary for Scotland under the Probate Duties (Scotland and Ireland) Act, 1888, and by him made available for the purpose:

And whereas no such sum has been at the disposal of the Secretary for Scotland available for such purpose subsequent to the 31st March 1890:

And whereas a sum out of the parliamentary grant is available, together with any surplus remaining from the amount made available by the Secretary for Scotland, after the payments under the Minute of 21st December 1888 for the period ended at 31st March 1890 had been discharged, in order to afford such special assistance to schools in these districts:

And whereas by a Minute of 10th April 1894 provision was made whereby special arrangements similar to the aforesaid might be adopted.

Resolved:—

That the Minute of 10th April 1894 is hereby withdrawn, and the following provisions are substituted therefor:—

That, in the case of any school district in the counties of Ross and Inverness, where the parochial board or boards has or have failed to pay over to the school board the amount required to meet the deficiency in the school fund, or where the circumstances are such, in the opinion of the Scotch Education Department, as to make such special arrangement desirable, the following arrangement may, on the application of the school board, and with the consent of the Scotch Education Department, be adopted, that is to say:

1. The school board shall, in pursuance of section twenty-two of the Education (Scotland) Act, 1872, commit the management of each school under their charge to three managers, of whom one shall be Her Majesty's Inspector in charge of the district.

2. To such managers shall be committed full powers of appointing and dismissing the teachers of the school under their management, of deciding as to the organisation of the school, the salaries of the staff, and all items of expenditure in regard to the school, including lighting, heating, cleaning, and repairs.

3. In case of a difference of opinion between Her Majesty's Inspector and the other managers of a school the question shall be referred to the Scotch Education Department, whose decision shall be final.

4. The sums annually due in respect of such school from the parliamentary and other grants shall be paid to the general account of all the managers appointed by the school board under this Minute, and the receipts shall be signed by the board's Treasurer for the time being and by Her Majesty's Inspector as manager. The school board shall furnish annually not later than the 30th of June (on a form to be supplied by the Department) a detailed statement of the estimated income and expenditure for the current financial year.

5. Such portion of the amount available under this Minute as may be determined by the Scotch Education Department shall be allotted to the various school board districts in which the special arrangement may be adopted in such proportion and at such time, and on such conditions, as in the opinion of the Scotch Education Department the circumstances of each case require, special regard being paid to the reasonableness of the contribution made by the locality to the school fund.

6. The amount (if any) so allotted shall be paid by the Scotch Education Department to the managers in the manner prescribed in section four hereof, to meet the expenses of maintenance beyond any other source of income available to the said managers, or shall be paid to the board or managers to meet such expenditure by the board or managers on additional school provision or equipment as may be sanctioned by the Department, or shall be applied by the Department to meet outstanding liabilities of the school board to the Public Works Loan Commissioners.

7. Any surplus income in the hands of the managers shall be applied to meet approved liabilities or expenditure of the school board, or of the managers of any school or schools, and in the case of failure so to apply such surplus at the direction of the Scotch Education Department, any payment due to the managers appointed under this Minute may at any time be suspended or withheld by the Scotch Education Department.

8. All sums due by the Scotch Education Department to the school board under section sixty-seven of the Education (Scotland) Act of 1872 shall be applied, in the first place, towards the payment of arrears of interest on and instalments of loans contracted under section forty-five of the Education (Scotland) Act, 1872, and acceptance by any school board of the special arrangement under this Minute shall be a valid authority by the school board to the Scotch Education Department so to apply such sums, or to retain all or a sufficient proportion of such sums against any interest on or instalments of said loans falling due within the financial year ending 31st March.

9. On the termination of any special arrangement under this Minute, the approved outstanding liabilities of the managers of any school or schools, appointed as aforesaid, shall form a first charge upon any grant which may thereafter become due by the Department to the school board.

10. Any special arrangement under this Minute shall terminate six months after written notice to that effect has been given either by the Scotch Education Department, or by the school board.

APPENDIX No. IV.

MEMORANDUM AS TO CURRICULUM OF HIGHER GRADE SCHOOLS OR DEPARTMENTS.

The course of instruction must be submitted to and approved by the Department. It should extend over at least three years, and in the following subjects should be of the general character indicated in this Memorandum.

(A.) *History and English Literature.*—The first two years in the latter subject should be devoted to cultivating a taste for good literature by the reading of interesting works of good style and elevation of sentiment. These should be studied largely at home, and discussed at school. Examinations should be held as to their contents, themes set upon them, difficult passages paraphrased, and choice passages learnt by heart. Parsing and analysis should be treated as subsidiary subjects, and in so far as they are necessary to the full understanding of the language.

The same years should be devoted to a revisal of previous knowledge of History, and to obtaining a clear chronological conspectus of the succession of events in English and Scottish History as an aid to future reading.

In the third year a definite period of History may be studied with special reference to its literature and the general state of civilisation in Europe at the time. Some representative book or books of the period should be studied in detail. At all stages the historical origin of present-day institutions should be kept in view, a spirit of patriotism should be cultivated, and some instruction should be given in the rights and duties of a citizen (controversial topics being avoided).

(B.) *Geography.*—A revisal of previous knowledge; the reading of maps (*e.g.* of contour lines) and their construction; elementary exercises in surveying and mapping; a thorough regional survey, by means of excursions, of the physical geography, flora, fauna, and historical antiquities of the district in which the school is situated; a study of commercial geography, based largely upon the shipping and trade news of the daily papers.

(C.) *Mathematics.*—

(a.) Geometry and Mensuration.—Practical and Theoretical. The course of instruction in Euclid should be preceded or accompanied by exercises in Practical Geometry, and should, where possible, have a practical application, as, *e.g.*, to Mensuration. Mensuration should at the outset be based upon the experimental determination of surfaces and volumes which forms part of the course of experimental science, and may ultimately include exercises in Surveying, involving simple applications of Trigonometry.

(b.) Higher Arithmetic and Algebra.—A thorough knowledge of decimals should be acquired, based upon the actual calculations required in the experimental course in Science; the commercial applications of arithmetic, and in certain cases the arithmetic of artificers, should be studied, and exercises in mental calculations in these branches should be constantly given. Algebra should at the outset be treated as an extension and generalisation of Arithmetic.

(D.) *Drawing.*—The course of instruction in Drawing should be in accordance with a scheme specially approved for the purpose of the Leaving Certificate Examination in Drawing.

(E.) *Experimental Science.*—The course in Science should be in accordance with a scheme similarly approved and should proceed from elementary exercises in measuring and weighing, and calculations based thereon, to the experimental investigation of elementary notions of Physics and Chemistry. In rural schools, and in summer, some investigation of plant life and of the elements of Botany should be added. At least half the time devoted to this subject should be spent by each pupil in practical work.

(F.) *Modern Languages.*—The object and method of the instruction in Languages must in all cases be practical, and whatever method may be pursued in the beginning, the result at the end of the course should be that the pupils

are able to read simple narrative in the language at sight, and to understand and reproduce both orally and in writing the substance of a conversation on everyday topics, or a simple description. Unless there is reasonable probability of these objects being attained the subject should not be attempted.

The Department must be satisfied that the teachers have a competent knowledge of the subjects which they are to teach, in each subject individually, and in the case of Science, that they have had experience in treating the subject experimentally.

CODE OF REGULATIONS

FOR

CONTINUATION CLASSES,

PROVIDING FURTHER INSTRUCTION FOR THOSE

WHO HAVE LEFT SCHOOL.

1905.

NOTE.

i. This Code replaces the former Evening Continuation School Code and the Science and Art Directory in so far as that related to Evening Classes.

ii. It is applicable to all classes for the further instruction of pupils who have left school (Elementary or Secondary) whether in general knowledge, in subjects of Science and Art, in Commercial subjects, or in any special subject which may be shown to the satisfaction of the Department to be useful to persons following a particular business or occupation.

iii. The classes may be held at any time of the day, morning or evening, and instruction may be given either in single subjects or in groups of subjects.

iv. There is no restriction of age, but pupils on whom grants are paid must be free from the obligation to attend school in terms of the Education Acts. While pupils on the registers of Schools under the Day School Code (including Supplementary Courses and Higher Grade Departments), or of Secondary Schools may be admitted to certain of the classes, their attendances at the Continuation Classes may not be reckoned for grant.

v. Pupil teachers may likewise be admitted to any of the classes, but (having in view the grant paid on account of their instruction under Article 19 E of the Day School Code) their attendances may not be reckoned for grant except at classes specially sanctioned for the instruction of pupil teachers in *Science* and *Drawing* under Division II.

vi. The grants to certain Technical Colleges and Special Institutions of various kinds will be made on the basis of special minutes applicable to each case.

CODE OF REGULATIONS FOR CONTINUATION CLASSES, 1905.

1. The main divisions of classes contemplated in the succeeding regulations are as follows:— Divisions of Classes.

I. Preparatory classes for the completion of general elementary education.

II. Classes for specialized instruction—Elementary.

III. Classes for specialized instruction—Advanced.

IV. Auxiliary Classes.

DIVISION I.—PREPARATORY CLASSES FOR THE COMPLETION OF GENERAL ELEMENTARY EDUCATION.

2. These classes shall be open without restriction to any pupils who are free from the obligation to attend school in terms of the Education Acts. Recognised Pupils.

3. The subjects of instruction shall be: (*a*) English—reading, spelling, and composition; (*b*) the principles of Arithmetic with such practical applications as may be approved of in any particular case; (*c*) one or more of the following: Drawing, History, Geography, Nature Knowledge, and for girls, Needlework, Cookery, Laundry work. Subjects of Instruction.

4. The foregoing subjects of instruction may be distributed over the various meetings of the class in such way as may be found desirable, but a time-table showing the times of meeting and the distribution of the work shall be submitted for the approval of the Department within a fortnight after the first registered meeting of the class. Time-table.

5. All the subjects of the approved course must as a rule be taken by all the pupils. Attendances for single subjects only may not be registered for grant without the special approval of the Inspector. Full course to be taken. Attendance for single subjects not to be registered without Inspector's approval.

6. The class shall meet on at least two separate days in each week for twenty weeks, unless the Department in special circumstances expressly sanctions a shorter session,* and two of the meetings of the class in each week shall be of not less than 1½ hours duration each. Number and duration of meetings.

7. The teacher shall be a certificated teacher or, in special circumstances, any person over 18 years of age whose qualifications are approved by the Department. Teachers' qualifications.

8. No class of more than forty pupils shall be habitually under the charge of one teacher only, and when this number is exceeded a corresponding reduction may be made from the grant. Size of classes.

9. Subject to the provisions of Articles 47 to 53, grants to classes conducted under Division I. may be made at the rate of 3s. 4d. per pupil per hour per week for a normal session of 20 weeks. Rate of grant.

* In the case of rural districts proposals for any length of session that may be found suitable will be specially considered.

DIVISION II.—SPECIALIZED INSTRUCTION (ELEMENTARY).

Nature of classes.

10. This division shall comprehend classes for the elementary instruction of pupils in special subjects, especially such as may be of use to pupils who are engaged in or preparing for any particular trade, occupation, or profession.

Recognised pupils.

11. Pupils may be admitted to classes under Division II. at the discretion of Managers, provided that due regard is had to the previous instruction of the pupils in elementary subjects, and to their fitness to profit by the instruction given in the Division II. class.

Pupils eligible for Division II. rates of Grant.

12. The following classes of pupils will be eligible for grants at the rates specified in Article 22 :—

I. Pupils over 16 years of age at the date of joining the class.

II. Pupils under 16 years of age who—

(*a*) Have obtained a merit certificate ;

(*b*) Have attended at least thirty meetings of a course conducted under Division I., and obtained a certificate of satisfactory proficiency from the managers of such course ; or

(*c*) Have been in attendance for at least one year as duly qualified pupils (Article 29 of the Day School Code) at a Higher Grade School or Department, or at a Secondary School.

Pupils eligible for Division I. rate of Grant.

13. Pupils admitted to Division II. classes who are not qualified in terms of the preceding Article, must be separately registered. Their attendances may be paid for as attendances at a Division I. course (Article 9), but this grant may be withheld or reduced upon a report by an Inspector that the pupils (or any proportion of them) are unable, by reason of defective knowledge of elementary subjects, to benefit adequately by the instruction given.

Subjects of instruction.

14. The subjects of instruction under this division may be any subjects admitting of systematic exposition which are approved by the Department as suitable in the particular circumstances.

For purposes of reference they may be classified under the following heads :—

(A.) English Subjects—

English, Geography, History, the Life and Duties of the Citizen.

(B.) The study of any language, ancient or modern, approved by the Department.

(C.) Commercial Subjects—

Commercial Arithmetic, Handwriting, Bookkeeping, Shorthand, Commercial Correspondence, Business Procedure, Commercial Geography. The study of any language with a direct view to its use in business.

(D.) Art—

Drawing and Modelling ; Elementary Design.

(E.) Mathematics—

Elementary Geometry, Algebra, Mensuration, Dynamics.

(F.) Science—

The Elementary Study, Theoretical or Practical, of Physical or Natural Science, or any branch thereof.

(G.) Applied Mathematics and Science—

(*a.*) General—

Practical Mathematics, including Technical Arithmetic and the use of mathematical instruments and tables; Mechanical Drawing.

(*b.*) Special—

The application of Mathematics and Science to specific industries.

Machine Construction, Building Construction, Naval Architecture, Electrical Industries, Mining, Navigation, Agriculture, Horticulture, or any other industry the scientific principles underlying which admit of systematic exposition.

Where the nature of the subject requires it, previous or concurrent study of (G) (*a*), or of the related branch of (E) or of (F), will be made a condition of taking any subject under (G) (*b*).

(H.) Handwork—

Elementary instruction in the use of tools—Woodwork, Ironwork—with concurrent instruction in Drawing to Scale, and the practice of such occupations as Needlework, Cookery, Laundry work, Dairy work, with accompanying explanations of processes.

Ambulance work (practice and theory).

Syllabus of instruction to be submitted.

15. A Time-table and a syllabus showing in outline the proposed work of the class must be submitted for the consideration and approval of the Department within a fortnight after the first registered meeting of the class, and a record of the actual work and of the results of class examinations held, and the marks awarded for the class exercises of the students, must be kept and be available for the information of His Majesty's Inspector.

Number and duration of meetings.

16. The class in each subject, or group of related subjects attended by the same pupils must, except with the special approval of the Department, meet not less than one day a week for at least twenty weeks, each meeting to be of not less than one hour's duration (or in the case of subjects of practical instruction 1½ hours), unless the special sanction of the Department has been obtained beforehand.

Teachers qualifications

17. The qualifications of the teachers proposed for each particular subject must be fully stated and proved to the satisfaction of the Department. The general conditions of recognition shall be those stated in Articles 63 to 69.

Rules as to rate of grant.

18. The rate of grant for classes in Division II. shall vary according as the instruction given is mainly theoretical or mainly practical, and shall further vary according as it does, or does not, require the provision and use of special apparatus.

Definition of "Practical Instruction."

19. By practical instruction is meant instruction under heads (F), (G), or (H) of Article 14, which proceeds mainly by means of actual experimental work on the part of the pupils themselves in properly equipped laboratories or workshops, supplemented by the necessary explanations and demonstrations. Supplementary

theoretical instruction may be reckoned as part of the practical course, but to an extent not exceeding one-half of the time occupied by the pupils in practical work.

Rate of grant determined by Department.

20. The Department shall determine, on consideration of the syllabus submitted and the report of the Inspector as to the mode of conducting the class, which of the rates of grant specified in Article 22 shall be allowed in respect of any particular course of instruction.

Size of classes.

21. *No class for theoretical instruction under one teacher shall, except in circumstances specially approved by the Department, exceed 40 pupils in habitual attendance, nor shall any class for practical instruction in like manner exceed 20 pupils. Where, with the sanction of the Department, these numbers are exceeded, a grant may be paid with such deduction as the Department, having regard to the circumstances of the case, may determine.

Rates of grant.

22. Subject to the provisions of Articles 47 to 53, grants for instruction in classes falling under this division shall be at the rate of 4s. 2d., 5s. 10d. or 8s. 4d. per pupil per hour per week for a normal session of twenty weeks, as the Department may determine, following the distinction of Articles 18 and 19 †.

DIVISION III.—SPECIALIZED INSTRUCTION (ADVANCED).

Nature of instruction.

23. This division shall comprehend organised courses of instruction extending over several years in the subjects of Division II. or other subjects of a more advanced character which may be regarded as a development of the subjects of Division II.

Character and length of courses.

24. Such courses may either provide for graduated instruction in a single subject approved by the Department as suitable for recognition under Division III., or for systematic instruction in a group of subjects, arranged with a view to fitting students for the intelligent practice of some particular industry or occupation. Courses to be recognised in this division must, as a rule, extend over at least three years, and must provide for at least forty hours' instruction in each year.

Conditions of admission to a first year's course.

25. The conditions of admission to the first year of any course in Division III. shall be the same as for the corresponding classes of Division II.

Conditions of registration at second year's or higher course.

26. Students over 15 years of age who, having previously qualified in terms of Article 12, have received at least forty hours' instruction in the subject matter of a first year's course approved by the Department, may be registered for attendance grants in the second year of the same course, and pupils who have received at least thirty hours' instruction in a second or third year's course may be registered in the next higher course.

* When the staff supplied is otherwise adequate classes may be combined for the purpose of special lectures or demonstrations, provided due intimation is made to the Department and sanction obtained. Visits of classes to collieries, museums, &c., and other similar excursions, may be recorded in the attendance register and counted as attendances for grant if students are accompanied by the recognised Teacher of the class, the arrangements proposed being previously submitted to and approved by the Department.

† As a rule instruction in Ambulance work will be paid for at the rate of 4s. 2d. Classes in Millinery and Dressmaking will be paid for normally at the rate of 4s. 2d., and Cookery and Laundry work at the rate of 5s. 10d., but when a class in these subjects is restricted for purposes of more efficient teaching to 15 pupils or under, the grant may be paid at a higher rate.

Alternative conditions of registration at a second or third year's course.

27. Students of not less than 15 years of age who have previously obtained a pass in the Lower Grade at the Leaving Certificate Examination or who have passed Examinations accepted by the Department as equivalent, may be registered in the second year's course of corresponding subjects. Similarly students of not less than 16 years of age who have obtained a pass in the Higher Grade at the Leaving Certificate Examination, or a success in the Advanced Stage of any subject of the Board of Education Regulations, or who have passed Examinations accepted by the Department as equivalent, may be registered in the third year's course.

Conditions of admission to a second year's Art course.

28. For enrolment in the second year of an Art Course under this division, a student who has not taken the first year's course must have obtained a success in at least two of the subjects of the Art Syllabus of the Board of Education Regulations.

Attendance under Division II. accepted in lieu of a first year's course under Division III.

29. Sufficient attendance (see Article 26) at a class or classes in Division II., which can be regarded as equivalent to the first year of a course recognised under Division III., may, when proved to the satisfaction of the Department, be accepted as qualifying for admission to the second year of the course.

Number and duration of meetings.

30. Classes in Division III. must meet not less than twice a week for at least twenty weeks, each meeting to be of not less than one hour's duration.

Syllabus to be submitted.

Recognition under Division III. may be deferred.

31. A Time Table and a syllabus showing the subject matter of the course, and its distribution over the various years, must be submitted for approval, and the Department reserves the right to determine on consideration of this syllabus, and of the number of meetings to be held in each year, whether or not the classes may be recognised under Division III. The Department's decision as to this point, where it shall deem delay expedient, may be deferred till the completion of the first year's course. The further requirements of Article 15 shall also apply to classes recognised under Division III.

Teachers' qualifications.

32. A higher standard of qualification will be insisted upon for teachers of courses in Division III. than for the corresponding classes in Division II. For each course a principal teacher shall be appointed, who, in the case of Commercial or Industrial Courses, will be expected to possess a practical acquaintance with the business or industry to which the course relates.

Grants for commercial and industrial courses.

33. Subject to the provisions of Articles 47 to 53, grants for instruction in Commercial courses (corresponding to the subjects of Article 14 (C)), and for Industrial Courses (corresponding to the subjects of Article 14 (G) (*b*)), shall be at the following rates per pupil per hour per week for a session of twenty weeks in the second and succeeding years.*

(*a*) Commercial Courses—

10s. in the second year,
15s. in the third year, and
25s. in the fourth and succeeding years.

(*b*) Industrial Courses—

13s. 4d. in the second year,
20s. in the third year, and
35s. in the fourth and succeeding years.

* First year's Courses will be treated as falling under Division II., and will be paid for at the rates specified in Article 22. Payment under Article 22 instead of Article 33 may also be made on account of the attendances of students enrolled in Division III. courses whose work in the opinion of the Inspector is unsatisfactory or who omit any essential part of the prescribed course.

Proper laboratories a condition of higher grant.

34. It shall be a condition of the higher rate of grant allowed for Industrial Courses that provision shall be made in properly equipped laboratories (or workshops) for such amount of practical work on the part of the students (being work illustrative of the principles taught, and not merely the practice of trade processes), as the Department shall deem requisite in the particular circumstances.

Grants for Art and other courses.

35. The payment for Organised Courses of Instruction in Art, showing sufficient advancement, shall be the same as for the Commercial Courses, and in the case of other courses not falling under either of the heads of Article 33 the Department shall determine, on consideration of the syllabus of instruction and of the method of teaching, whether the higher or the lower of the afore-mentioned rates of grant shall apply.

Size of classes.

36. The regulations as to size of classes stated in Article 21 shall apply also to courses recognised under Division III.

English literature and history may be included in course.

37. When courses of study under Division III., meeting not less than three times a week, are so arranged as to provide for the systematic instruction of the students at one meeting a week in some period or branch of Literature or of History, according to a scheme approved by the Department, such meetings may be reckoned as part of the course and attendances thereat included in the claim for the course.

DIVISION IV.—AUXILIARY CLASSES.

Subjects of instruction.

38. This division shall comprehend classes for instruction in Physical Exercises, Military Drill, Vocal Music, Wood Carving, Elocution (*if taken in connexion with an English course*), or such other subjects as may be recognised by the Department as suitable for grants under this Division.

Conditions of admission.

39. These classes shall be open to all pupils who are free from the obligation to attend school as required by the Education Acts, but it shall be a condition of grant that the Department shall be satisfied that Managers are using all reasonable endeavour to encourage the attendance of the pupils at classes of other divisions also.

Management may be different from that of other classes attended.

40. Classes for instruction in subjects of Division IV. need not be under the same management as those of the other divisions, and the other attendances referred to in Article 39 may be made at classes under different management.

Rate and limits of grant.

41. Subject to the provisions of Articles 47 to 53, the rate of grant for classes recognised under Division IV. shall be 2s. 6d. per pupil per hour per week for a session of twenty weeks, but not more than two meetings of any class under this division in any one week shall be reckoned for grant, nor more than forty hours in any session.

Syllabus and teachers to be approved.

42. The course of instruction and the qualifications of the teachers shall be subject to the approval of the Department.

Size of classes.

43. The limit of numbers in the class will be determined by the Department for each particular case, but a proportionate reduction in the rate of grant may be made when the number exceeds forty.

GENERAL CONDITIONS OF GRANTS.

Classes of various divisions to be kept distinct.

44. The several classes and courses of the various divisions must be kept quite distinct, and simultaneous instruction by the same teacher of two classes or courses will not be permitted except in Division I. and in the classes conducted under Article 14 (D). (Art Classes), and in special cases, where, on the ground of small enrolment of pupils, the Department's previous sanction has been obtained.

Exceptions in rural districts.

45. In rural districts, and with the special sanction of the Inspector, instruction in one or more subjects of Division II. may be conjoined with instruction in Division I.

Pupils may attend more than one class but excessive attendances may be disallowed.

46. The attendance of the same pupils at classes in more than one division will be permitted—the classes meeting at different times—but the Department on consideration of the return of each pupil's attendances may, either with or without notice, disallow attendances which may reasonably be considered to be excessive.

The attendances of pupils and pupil-teachers on the registers of Schools under the Day School Code (including Supplementary Courses and Higher Grade Departments), or of Secondary Schools, who may, for special reasons, be admitted to these classes, may not be reckoned in any claim for grant, nor may the attendances of pupil-teachers not on the registers of such schools be reckoned, except in classes specially recognized for the instruction of pupil-teachers in Science or Drawing under Division II.

General conditions of grant.

47. No grant is payable unless the conditions of this Code are fully complied with, the regulations as to Registration are observed, the classes are open at all times to the visits of officers of the Department, and accurate returns are made by Managers of such particulars as are asked for by the Department. No claims for grants will be entertained unless received in the Department by November 1st.

Calculation of grant.

48. Subject to the provisions of the foregoing article the grant due at the rates mentioned under various divisions will be ascertained by adding together all the attendances which may be reckoned in accordance with the succeeding article and dividing by 20.

Calculation of attendances on which grant is paid.

49. In reckoning the number of hours of attendance for the purpose of the foregoing article the attendances of pupils who have made less than 10 hours of attendance in any subject separately registered shall be excluded.

Special grants for small classes.

50. When a class of less than 20 on the roll for theoretical instruction, or of less than 10 for practical instruction, is certified by the Inspector to be required by the circumstances of the locality, and to be efficiently taught, and when he further certifies that a larger attendance could not reasonably be expected, a grant may be allowed as for 20 and 10 pupils respectively, or for any less number which may be determined by the Department after consideration of the case.

Reduction of grant.

51. The grant as calculated in accordance with the preceding regulations will be reduced by its excess over three-fourths of the expenditure actually incurred by Managers in the maintenance of the classes.* The Department may, on consideration of any report from an Inspector, order a deduction of one or more tenths to be

* For the present in any *parish* (not burgh) in the counties of Inverness, Argyll, Ross, Orkney and Shetland, Sutherland and Caithness, a grant not exceeding seven-eighths of the expenditure may be allowed, provided that this expenditure is approved by the Department, and that the Department is satisfied that the salaries of the teachers of Continuation Classes bear a proper relation to the salaries of teachers in the Day Schools.

made from the grant in respect of faults of order, registration, equipment, or instruction, and any such deduction shall be made from the grant as reduced under this Article.

For the purpose of this reduction the expenditure by managers upon all the classes under their charge, irrespective of division or place of meeting, and likewise the grant earned for these classes, will be treated as one whole.

Calculation of expenditure.

52. Expenditure for the purpose of the preceding article will be exclusive of any charge for rent or interest on loans, and will be diminished by the amount of fees received from students and by the proceeds of the sale of materials, or other similar sources of income.*

Separate accounts to be kept.

53. The accounts of classes aided under this Code must be kept entirely distinct from those of any school which may be held in the same premises, and where it may not be possible to keep strictly separate accounts for such expenses as warming and lighting, vouchers for the whole expenditure must be submitted, if required, and an equitable proportion, to be approved by the Department, inserted in the accounts of the Continuation Classes.

MANAGEMENT OF CLASSES.

Classes not to be conducted for profit.

54. Classes under this Code must not be conducted for profit (see Article 51), and Managers proposing classes may be required to state from what funds the expenses of the classes will be met in the first place.

Financial responsibility of managers.

55. Managers must undertake full financial responsibility for the expenses of the classes, including the salaries of the teachers, independently of the payment of a grant or its amount.

The production of vouchers showing the payment by Managers of all sums due in respect of the work of each session may be required before payment of the grant is made.

Payments to teachers to be of fixed amount.

56. Payment to teachers must, as a rule, take the form of a fixed stipend per session or per lesson, agreed upon beforehand, and must not be either wholly or in part contingent upon the amount of grant earned.

Fees.

57. The fees to be paid by students attending classes in Division I. shall not exceed 9d. per week, but as regards classes in other divisions Managers may exact such fees and make such conditions as to the payment of fees as they may think expedient. (See Article 52.)

Conditions of gratuitous instruction.

58. Instruction in classes conducted by a School Board or other Local Authority recognised for educational purposes or in other classes in circumstances specially sanctioned by the Department, may be gratuitous, provided that any lowering or abolition of fees under this Article shall not, in the opinion of the Department, have the effect of establishing undue competition with other recognised classes in the same locality.

Report by School Board on instruction in their district.

59. The Department may, from time to time, require from School Boards a report as to the provision made within their district, either by themselves or other Managers, for instruction in the subjects of this Code, regard being had to the industries of the district and the occupations of the inhabitants, and may, upon consideration of this report, recognise or refuse to recognise any further classes which may be proposed.

Recognition of new classes.

* Reasonable expenditure upon prizes, text books or apparatus of a durable kind may be recognised as falling under the head of "maintenance" for the purposes of Article 51 to an amount not exceeding the actual net receipts from fees or from the sale of books or apparatus to students.

Management of classes may be delegated to a committee.

60. Where a School Board or other Local Authority recognised for educational purposes assumes financial responsibility for classes under this Code as in Article 55, they may delegate the superintendence and direct management of the classes, or of any of them, to a Committee or Committees, which may include persons not members of their own body, and may appoint a separate official correspondent for each class or set of classes.

Constitution and powers of managing committees.

61. The constitution of such Committees and the powers to be entrusted to them shall be at the discretion of the School Board or other Local Authority, who will be regarded by the Department as the responsible Managers, but in the case of the Industrial and Commercial Courses under Division III., or of classes for instruction in the corresponding subjects of Division II., it is recommended that persons skilled, whether as employers or employed, in the relative industries or occupations, should be appointed members of the managing Committee.

Schemes of instruction to be considered by managing committee before transmission to Department.

62. All schemes of instruction in the several classes should be submitted in the first place to the aforesaid Committee, who shall consider the suitability of the schemes from the point of view of the industries concerned, and shall transmit them to the Department with such observations as they may see fit.

QUALIFICATIONS OF TEACHERS.

Special knowledge required of subject to be taught.

63. No general qualification to teach the subjects embraced in this Code will be granted, but evidence will be required in all cases of knowledge of the particular subject which it is proposed to teach.

Register of teachers.

A register is kept containing the names of teachers who, after provisional recognition by the Department in any subject, have taught a class in that subject to the satisfaction of the Department for at least one session.

64. (*Dropped*).

Qualifications for provisional recognition.

65. Provisional recognition will be accorded as a rule in respect of the following qualifications :—

(*a*) A Degree of any University of the United Kingdom or the Diploma of a Technical College, a Central School of Art, or other institution recognised by the Department for this purpose, in respect of any subject which, upon investigation, is found to be covered by said Degree or Diploma ;

(*b*) A first-class Certificate of the Advanced Stage (or a Certificate in Honours) of any Science Subject of the Board of Education Regulations—in respect of that subject.

Where the examination in any subject has been theoretical only, additional evidence of acquaintance with the methods of experimental illustration may be required ;

(*c*) An Elementary Drawing Certificate of the Board of Education ; a qualification to teach Drawing obtained at a Training College in or after 1901 ; or a Certificate, authorised by the Department, of attendance and progress at a course of instruction in Drawing conducted under Article 91 (*d*) of the Day School Code—in respect of any class in Elementary Drawing conducted under Division II. ;

(*d*) An Art Class Teacher's Certificate, an Art Master's Certificate; or a special Diploma of a Central School of Art—in respect of more advanced art classes conducted under Division III.;

(*e*) A pass in the Higher Grade of any subject at the Leaving Certificate Examination—in respect of that subject, provided that in the case of a Modern Language a candidate for provisional recognition may be required to submit himself to further examination at the hands of a person or persons specially nominated by the Department for the purpose, and in the manner prescribed by the Department.

Such additional examination in the case of the proposed teacher of a class under Division II. will be confined to ascertaining the candidate's ability to read fluently with good pronunciation and intelligible phrasing a piece of simple narrative, and to give in English the gist of a similar passage read slowly. For recognition as teacher of a Modern Language under Division III. higher attainments in these respects will be looked for, as well as some conversational ability.

Provisional recognition of teachers under Division IV., and exceptional cases.

66. The qualifications of candidates for provisional recognition as teachers of classes in Division IV. will be specially considered, and the Department may exceptionally admit to provisional recognition in other Divisions candidates whose qualifications are proved to the satisfaction of the Department in ways other than those specified.

Registration of provisionally recognised teachers.

67. Teachers admitted to provisional recognition in respect of any subject may be placed upon the register (Article 63) in respect of that subject upon the completion of a session of satisfactory work as evidenced by the report of the Inspector.

Recognition may be suspended.

68. Registration may be suspended (or further provisional recognition refused) upon evidence of insufficient knowledge of the subject for teaching purposes or inefficiency as a teacher from whatever cause arising.

Provisional recognition may be continued beyond one session.

69. In the case of a teacher whose attainments, as judged by the standards specified in the preceding articles, do not warrant his being placed upon the register, but who has shown satisfactory teaching power, the Department, in consideration of the circumstances of the district or for other special reason, may continue provisional recognition for more than one session.

EXAMINATIONS AND CERTIFICATES.

Certificates by managers of satisfactory attendance and progress.

70. Certificates of satisfactory attendance and progress may be issued by Managers to students attending classes in any division upon conditions to be approved by the Department.

Such Certificates may be awarded wholly upon the attendance and record of work of the student as shown by the exercises done and the results of the class examinations held by the teacher, or the class examinations may be supplemented by special examinations held in conjunction with the teacher by persons appointed by Managers and approved by the Department, provided that due account is taken of the attendance and class work of the student.

71. In order that Certificates issued by Managers may be recognised by the Department for any purpose it will be necessary (1) that the class be favourably reported on by the Inspector; and (2) that opportunity be afforded to the Inspector of duly testing the method by which the award of Certificates is determined, and that he certify that the approved conditions of issue have been adhered to. Recognition of managers' certificates.

72. Certificates granted under the foregoing conditions to students who have completed an approved course under Divisions II. or III. extending over not less than two sessions will, subject to any necessary investigations by an Inspector, be specially endorsed by the Department. Certificates endorsed by the Department.

73. (*Dropped.*)

74. Students of classes conducted under these regulations may also be presented at the Local Examinations in Science and Art of the Board of Education until further notice, but, except where the Department for special reasons shall otherwise determine, in the Advanced and Honours stages only. Local science and art examinations of the Board of Education.

WORKS EXECUTED BY STUDENTS.

75. No payment will be made on works executed in classes for instruction in Machine Construction and other similar subjects, but time spent in executing in class works illustrative of the instruction given, may be registered for grant subject to the approval of the Inspector as to the proportion of time so employed. Time spent on works may be registered.

76. No payment will be made on Art Works, but selected Art Works of an advanced character in certain subjects, may be entered for the National Competition of the Board of Education, South Kensington, S.W., under conditions which will be stated by the Scotch Education Department from time to time, and such works will be eligible for the awards of that Competition. Art works may be entered for national competition.

LOCAL SCHOLARSHIPS.

77. A grant may be made in aid of the provision of Local Scholarships, either by Managers or others, in circumstances and upon conditions approved by the Department. Conditions of grant in aid of scholarships.

The grant so made shall not exceed half of the total expenditure for the purpose specified, nor shall it exceed the sum per head which may be fixed by the Department from time to time in respect of any particular class of Scholarship.

78. (*Dropped.*)

79. The following classes of Scholarships are contemplated:—

(*a*) Junior Scholarships to be awarded to pupils of Day Schools who have obtained a Merit Certificate or have shown to the satisfaction of the Department equivalent attainments, or to deserving students of classes under Division I., upon condition of attendance at a course under Division II. or III., or at an institution giving more advanced instruction. Junior scholarships.

Senior scholarships.

(*b*) Senior Scholarships to be awarded to pupils of Day Schools who are qualified for the award of the Intermediate Certificate of the Department, or to deserving students of classes under Division III., upon condition of further attendance at day classes — in the case of Scholarships awarded for Pure or Applied Science at a University or Technical College approved by the Department; in the case of Scholarships for Art, at a Central School of Art; and in the case of Scholarships for Modern Languages upon conditions as to residence and study abroad proposed by Managers and approved by the Department.

Limits of grants.

80. The limit of the Department's grant (the amount of the local contribution being at least equivalent) shall be in the case of Junior Scholarships £5 per annum for each scholar, and in the case of the Senior Scholarships £25 per annum for each scholar.

Award of Scholarships.

81. Scholarships of both grades shall be awarded by Managers on their own responsibility, but according to a scheme of examination or selection proposed by Managers and approved by the Department.

Proposals to be submitted to the Department.

82. Proposals for the granting of Local Scholarships must be submitted to the Department at or before the beginning of any session in which they are to be made tenable, and when the conditions of award and tenure have been approved, the Managers may pay the amount of the Scholarship direct to the holder at such times and in such proportions as they may determine. Upon receipt of evidence at the end of the session of the payment of the amount of the Scholarship, and as to continued and satisfactory study on the part of the student, any grant awarded by the Department (Article 80) will be paid to the Managers.

Scholarships may be made tenable for one, two, or three years, and an increasing rate of stipend for each year may be arranged for.

Senior scholarships in connection with institutions under Art. 87.

83. An institution exempted from the conditions of this Code, as in Article 87, may, subject to the conditions of any special Minute regulating grants to such institution, submit proposals for, make contributions towards, and receive grants in aid of, Scholarships in connection with such institution on the conditions applicable to "Senior" Scholarships in Article 79 (*b*).

PRIZES,* &c.

Prizes, etc., under Board of Education Regulations open to students under this Code.

84. The Prizes, Medals, Exhibitions, and Scholarships referred to in the Regulations of the Board of Education, shall be open for competition to students of classes in the relative subjects under this Code under the conditions stated in the said Regulations, or of any modification thereof, which the Board of Education may make.

Teachers to whom grants and privileges under the Regulations are open.

85. The grants and privileges to teachers of Science and Art Classes allowed by the Regulations, or of any modifications thereof which the Board of Education may make, shall be open to teachers of Science and Art subjects under this Code, as well as to teachers of the same subjects in Secondary Schools or in Higher Grade Departments of Public Schools. Application for the benefit of these provisions should be made to the Scotch Education Department.

* See Appendix No. 4

Visits to Edinburgh Royal Scottish Museum.

86. Teachers of Science and Art Schools and Classes recognised by the Department may take their students to examine the collections in the Royal Scottish Museum, Edinburgh. When due notice of such visits has been given, special facilities for the inspection of the collections will be afforded to the students wherever necessary.

When a teacher desires to avail himself of this privilege the correspondent for his school should write to the Director at least one week prior to the intended visit, stating the number of students by whom the teacher will be accompanied, the proposed date and hour of the visit, and the collection which it is desired to inspect. The visits may take place on Mondays, Tuesdays, Thursdays, and Fridays between 10 a.m. and 4 p.m., on Wednesdays, between 10 a.m. and 4 p.m., and between 6 p.m. and 10 p.m., and on Saturdays between 10 a.m. and 10 p.m., but no special facilities are given on any general public holiday.

Grants to institutions exempted from provisions of this Code.

87. The Scotch Education Department may from time to time exempt any Technical College, School of Art, or other special institution eligible for grants under this Code from the operations thereof, and may substitute therefor, with the consent of the Treasury, a special Minute embodying the conditions of grants to each such College, School, or Institution so exempted.

Alteration of Code.

88. The Department, as occasion requires, may cancel or modify articles of this Code, or may establish new articles, but may not take any action thereon until the same shall have been submitted to Parliament, and shall have lain on the table of both Houses for at least one calendar month.

Code to be printed and laid before Parliament.

89. This Code shall be printed each year in such form as to show separately all articles cancelled or modified, and all new articles since the last edition, and shall be laid on the table of both Houses not later than the 15th of May in each year.

(Signed) LONDONDERRY,
Lord President of the Council.

LINLITHGOW,
Vice-President of the Committee of Council on Education in Scotland.

J. STRUTHERS,
Secretary,

Scotch Education Department,
15th May, 1905.

APPENDIXES.

I.—SHOWING SEPARATELY (for 1905) ALL ARTICLES MODIFIED AND ALL NEW ARTICLES.

II.—EXPLANATORY CIRCULAR (No. 320).

III.—REGISTRATION REGULATIONS.

IV.—MEMORANDUM showing the PRIZES, SCHOLARSHIPS, PRIVILEGES, &c., under the Board of Education Regulations open to students and teachers under this Code. (*Form A.* 66.)

APPENDIX No. 1. - - - -

SHOWING separately (for 1905) all ARTICLES

Articles in the Code of 1904 which are modified in the Code of 1905.

11. Except where the Department, in consideration of the nature of the subject, and the character of the syllabus submitted, shall determine otherwise, pupils attending these classes must either (*a*) have obtained a merit certificate; (*b*) have attended in a previous session at least thirty meetings of a class conducted under Division I., and obtained a certificate from the Managers (Article 70) of such class of satisfactory conduct and diligence; or (*c*) be in attendance during the same session at a class in Division I.

12. The preceding condition shall not apply to pupils who are over 16 years of age at the date of joining the class. Attendances of pupils under that age who are not qualified in terms of Article 11 may, when the Inspector is satisfied as to the reason for admission to classes in Division II. be paid for at the rate specified in Article 9.*

Footnote.—* The attendances of such pupils must be separately registered.

13. Where it is proposed to grant exemption from the conditions of Article 11 (in the case of pupils under the age specified in Article 12), Managers must state the grounds on which such exemption is considered to be desirable, and must submit to the Inspector for the approval of the Department the conditions of admission which it is proposed to substitute.

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18. * * * and *the rate for theoretical instruction* shall further vary * * *

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22. * * * grants for *theoretical* instruction * * shall be at the rate of 4s. 2d. *or* 5s. 10d. per pupil * * * distinction of Article 18.

The grant for practical instruction shall be at the rate of 8s. 4*d. per pupil per hour per week for a normal session of twenty weeks.*

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26. Students over 15 years of age who have received * * *

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27. * * * Board of Education Regulations may be registered * * *

modified, and all NEW ARTICLES.

New, or modified, Articles in the Code of 1905.

11, 12 and 13—Recast.

11. Pupils may be admitted to classes under Division II. at the discretion of Managers, provided that due regard is had to the previous instruction of the pupils in elementary subjects, and to their fitness to profit by the instruction given in the Division II. class.

12. The following classes of pupils will be eligible for grants at the rates specified in Article 22 :—

I. Pupils over 16 years of age at the date of joining the class.

II. Pupils under 16 years of age who—

(*a.*) Have obtained a Merit Certificate;

(*b.*) Have attended at least thirty meetings of a course conducted under Division I., and obtained a certificate of satisfactory proficiency from the Managers of such course; *or*

(*c.*) have been in attendance for at least one year as duly qualified pupils (Article 29 of the Day School Code) at a Higher Grade School or Department, or at a Secondary School.

13. Pupils admitted to Division II. classes who are not qualified in terms of the preceding Article must be separately registered. Their attendances may be paid for as attendances at a Division I. course (Article 9), but this grant may be withheld or reduced upon a report by an Inspector that the pupils (or any proportion of them) are unable, by reason of defective knowledge of elementary subjects, to benefit adequately by the instruction given.

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18. * * * and shall further vary * * * .

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22. * * * grants for instruction * * * shall be at the rate of 4s. 2d., 5s. 10d., *or* 8s. 4d. per pupil * * * distinction of *Articles* 18 *and* 19.†

Footnote [New]:—

† *As a rule instruction in Ambulance Work will be paid for at the rate of* 4s. 2d. *Classes in Millinery and Dressmaking will be paid for normally at the rate of* 4s. 2d., *and Cookery and Laundry Work at the rate of* 5s. 10d., *but when a class in these subjects is restricted for purposes of more efficient teaching to* 15 *pupils or under, the grant may be paid at a higher rate.*

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26. Students over 15 years of age who, *having previously qualified in terms of Article* 12, have received * * *

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27. * * * Board of Education Regulations, *or who have passed Examinations accepted by the Department as equivalent,* may be registered * * *

Articles in the Code of 1904 which are modified in the Code of 1905.

38. * * * Military Drill, Music, or such other subjects * * *

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44. * * * Article 14 (D). (Art Classes.

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46. * * * more than one division, *or at more than one class of Division II.*, will be permitted * * *

The attendances of pupils on the registers of Schools * * * attendances of pupil teachers be reckoned * * *

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50. When *in a rural district* a class * * *

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63. A register *will be formed* containing * * *

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64. *The names of teachers who are recognised by the Scotch Education Department as qualified teachers of classes, conducted under the provisions of the Science and Art Directory (but not of the Evening Continuation School Code) in the Sessions* 1899–1900 *and* 1900–01 *will, if the class has been favourably reported on, be entered on this register forthwith when they are again proposed as teachers of classes in the same subject.*

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65. * * * United Kingdom; the Diploma * * * this purpose; *or an Honours Certificate (Article* 73)—in respect * * * said Degree, Diploma, *or Certificate.*

New, or modified, Articles in the Code of 1905.

38. * * * Military Drill, *Vocal* Music, *Wood Carving, Elocution (if taken in connexion with an English Course)*, or such other subjects * * *

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44. * * * Article 14 (D). (Art Classes), *and in special cases, where on the ground of small enrolment of pupils, the Department's previous sanction has been obtained.*

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46. * * * more than one division will be permitted * * *

The attendances of pupils *and pupil teachers* on the registers of Schools * * * attendances of pupil teachers *not on the registers of such Schools*, be reckoned * * *

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50. When a class * * *

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52. Footnote [New]:—

* *Reasonable expenditure upon prizes, text books, or apparatus of a durable kind may be recognised as falling under the head of "maintenance" for the purposes of Article 51 to an amount not exceeding the actual net receipts from fees or from the sale of books or apparatus to students.*

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63. A register *is kept* containing * * *

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64. (*Dropped.*)

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65. * * * United Kingdom *or* the Diploma * * * this purpose in respect * * * said Degree *or* Diploma.

Articles in the Code of 1904 which are modified in the Code of 1905.

70. * * * approved by the Department *in each case.*

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72. *Where, upon examination of the syllabus of instruction and of the reports of the Inspector, the work of any class recognised under Division III. is held to be sufficiently important and distinctive, a special examination will be held by the Department upon the application of Managers of such students as may have completed the course (being of not less than three years' duration) and certificates will be issued by the Department upon the result of such examinations.*

These examinations, which may be partly oral and practical as well as in writing, will be held by officers of the Department or by specially qualified persons appointed for the purpose, and will be based upon the approved record of work of the class.

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73. *The Certificates to be issued under the preceding article will be described as Honours Certificates, and will, subject to the conditions of Article* 65, *be accepted as qualification to teach subjects included in the course.*

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79 (a). * * * a Merit Certificate, or to deserving students * * *

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82. * * * have been approved *the whole amount of the local contribution shall forthwith be lodged with the Department, who shall disburse the same, together with the amount of the Department's grant, to the holder of the scholarship at such times and on such evidence* as to continued and satisfactory study *as may be determined.*

New, or modified, Articles in the Code of 1905.

70. * * * approved by the Department.

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72. (*Dropped.*)

72. [New.] Certificates granted under the foregoing conditions to students who have completed an approved course under Divisions II. or III., extending over not less than two sessions will, subject to any necessary investigations by an Inspector, be specially endorsed by the Department.

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73. (*Dropped.*)

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79 (a). * * * a Merit Certificate, *or have shown to the satisfaction of the Department equivalent attainments*, or to deserving students * * *

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82. * * * have been approved, *the Managers may pay the amount of the Scholarship direct to the holder at such times and in such proportions as they may determine. Upon receipt of evidence at the end of the session of the payment of the amount of the scholarship and* as to continued and satisfactory study *on the part of the student, any grant awarded by the Department (Article* 80) *will be paid to the Managers.*

APPENDIX, No. 2.

CONTINUATION CLASS CODE. CIRCULAR No. 320.

SCOTCH EDUCATION DEPARTMENT.

August, 1901.

SIR,—The object of this Code has already been briefly stated in the memorandum which accompanied the Code when it was laid before Parliament, but Lord Balfour of Burleigh deems the present occasion a fitting one to make some further explanation of its aims, to define more precisely its field of operation, and to offer some suggestions as to the modes in which managers may co-operate with a view to making the Code an effective instrument for furthering technical instruction in the widest sense. By technical instruction in this connection is to be understood instruction which aims at communicating to the pupils knowledge and facilities which have a *direct* bearing upon some special occupation, industrial or commercial.

Place of this Code in the educational system; relation of general education and specialised instruction.

The present Code is a further step in the process of reorganising the educational system of the country (in so far as that is controlled by Departmental regulations which Their Lordships entered upon in 1898, when the administration of Science and Art grants in Scotland was transferred to the Scotch Education Department. The first important step in that process was taken in the Code of 1899, which dealt with the organisation of schools aided under the Code, and utilised the money hitherto given for specialised instruction of various kinds in these schools, both under the Code and the Directory, for the more generous support of advanced instruction of a general character beyond the Merit Certificate stage.

By the Minute of the 24th August, 1900, a second important step was taken. In that Minute they dealt with the conditions of Science and Art instruction in schools, which, though not eligible for grants under the Code, were in receipt of grants under the Science and Art Directory.

In both these cases their aim has been to simplify and consolidate school work by making instruction in Science and Art, of a kind and amount to be determined by the general aims of the school, an integral part of the *general* education given to all pupils, rather than to encourage the teaching of a multitude of subjects to special sets of pupils.

The Continuation Class Code, on the other hand, presupposes that this general education, whether of an elementary or a more advanced character, is ended, that the pupil has definitely left school, that he is either engaged in some employment or is making special preparation for entering upon it, and that what he desires and needs is instruction dictated by his experience of the requirements of life and of his particular occupation. Even when the subject matter is the same, the method of instruction will be considerably different from what it is or ought to be in schools which aim at giving a general education whether of the elementary or secondary type; and now that provision has been made in the present Code for specialised instruction adapted to the most varied requirements, it will be matter for consideration whether further steps may not be taken to relieve the curriculum of the schools proper, whether elementary or secondary, from elements and subjects which are foreign to their proper purpose.

Importance of adequate preliminary training; classes under this Code not a substitute for but a supplement to general education.

To turn to the Code itself, it is evident that the value of the specialised instruction given under it will depend in very large measure upon the thoroughness of the previous general education received by the pupils. Hence, the first duty of managers of classes under this Code, who are also managers of schools proper, will be to use to the full every power conferred upon them by the Education Acts to secure prolonged attendance at school. Of scarcely less importance is it to see that when the discipline of school does end it is immediately succeeded by the discipline of regular employment combined with attendance at appropriate continuation classes.

The Education Act of the present year confers upon School Boards powers which may be used for this purpose, and exemption from school attendance in the case of children over twelve and under fourteen ought not to be granted upon any certificate of attainment, however satisfactory in itself, unless there is evidence to show that the pupil is to enter upon regular employment under

suitable conditions, and that such employment is rendered necessary by the circumstances of the parents. In all cases exemption, when granted, should be accompanied by stipulations as to attendance at suitable continuation classes.

Division I.

But, whatever the success of these measures may ultimately be—and it is to be hoped that it will be great—for the present the fact has to be faced that considerable numbers of pupils who have left school are still lacking in those elements of a general education which would enable them to profit by specialised instruction in almost any form. It is to meet the case of these pupils that the preparatory classes of Division I. are included in the Code, but this division of the Code should be regarded as serving a temporary purpose only, and its elimination should be effected by well-directed effort to prolong attendance at school, and to diminish the interval that might otherwise exist between the school proper and the continuation class.

A certain standard of general education has been laid down (Articles 11-13) as a condition of admission to classes under Divisions II. and III., and Their Lordships trust that managers will carefully conform to the spirit of these regulations. But the mere exclusion of unfit pupils is in itself only a negative measure, and it rests with managers to take steps such as those indicated above to diminish the numbers of the unfit by giving them an adequate preliminary training.

Divisions II and III.

But apart from the classes under Division I. and those under Division IV., which will be dealt with later, the realisation of the main objects of the Code may be said to rest essentially upon the success of the classes conducted under Divisions II. and III., and a word of explanation as to the scope of the classes conducted under these divisions may be useful. The subjects dealt with under both divisions are those enumerated in Article 14 and such other subjects as are the natural developments of those named. Both presuppose the instruction of the pupils in a subject, or a well-defined and homogeneous group of subjects, of practical value to them in view of their occupations; but whereas in certain cases local circumstances may render it possible to arrange a comprehensive and progressive course of study extending over several years, in others such continuity of instruction cannot be looked for, and sections or fragments only of the complete course can be dealt with, these being determined by the prevailing wants of pupils and the supply of teachers with suitable qualifications. This latter case is provided for by the regulations under Division II., but it is to be remembered that desultory instruction of this kind, though not without its value, is but an imperfect substitute for the systematic and prolonged study required for recognition under Division III.; and, wherever possible, courses should be arranged under that division—under which alone the objects of this Code can be fully carried out—in preference to Division II. The distinction between classes under Divisions II. and III. is not necessarily one of greater or less advancement, but depends rather on completeness and continuity of curriculum.

Special courses contemplated under Division III.

The courses specifically mentioned under Division III. are commercial and industrial courses. To these others may be added—*e.g.*, courses for the systematic study and practice of industrial art, and courses specially suited for girls. It is obvious that the same course of training in its initial stages may be suitable for several industries—*e.g.*, instruction in geometrical drawing and mathematics is the necessary foundation of technical instruction relative to a large group of industries—and it will only be in comparatively few cases that specialisation, even at a later stage, can be carried to any great extent, should such specialisation be otherwise desirable. But whether the course has only a general or an immediate relation to some group of industries, its practical object must never be lost sight of. In these classes, for example, the study of mathematics will take a very different line from that which would naturally be pursued in a secondary school, and will concern itself largely with the construction and handling of formulæ of immediate practical application. In commercial courses, in like manner, the study of modern languages will follow different lines from those pursued in schools where this study is an instrument of general education, though the value of the ultimate results will necessarily be largely affected by the soundness of the preliminary training.

Distinction of "courses" and "subjects."

At this point it may be useful, with a view to obviating misunderstanding, to make some observations as to the relation of "courses" under this Code to "subjects," such as the numbered subjects of the Science and Art Directory, which those accustomed to the regulations of the Directory may be inclined to treat as separate entities. A course of instruction under the Code, whether in Division II. or Division III., may comprise one or more "subjects," or parts

of different "subjects" embodied in a syllabus, and so arranged as to secure what managers deem to be the most suitable course of training for certain practical ends, and in relation to a particular set of pupils. For example, a "course" may be arranged under Division II. to give a certain training in arithmetic, book-keeping, and shorthand—with or without other subjects—with a view to use in business. Shorthand may be taken one evening of the week and arithmetic another, or arithmetic may be taken in the earlier part of the session to be followed by book-keeping in the later, or other alternative combinations may be made; but in each case the course will be regarded as one course, and the pupils taking it as one class for the purposes of the Code, irrespective of the division of subjects. The conditions as to length of session, number of hours per week, and attendances to be reckoned (Article 16) will apply to the "course" as a whole, and not to the separate subjects constituting it. Similarly, practical geometry (the whole or part of the syllabus for Subject I. of the Directory) and practical mathematics (Subject V*p*. of the Directory) may be combined in one course, these subjects being taken either abreast or at a different period of the session. The only conditions are that the subjects combined in one course must be homogeneous; that the course, as a whole, must have a unity of purpose, and that the syllabus submitted must give reasonable promise that the instruction proposed will be effective for its purpose.

It should be understood that it is not necessary that a course under Division II. should in all cases embrace more than one subject. In the case of courses under Division III. the syllabus of instruction for the current year should be submitted in detail, and should be accompanied by an outline of the complete course of which it forms a part.

Division IV.

It will be observed that there are certain subjects in Division II., such as the Life and Duties of the Citizen and certain others, which have no special relation to any particular occupation, but rather concern the individual as a member of the social community. This applies still more to the subjects of Division IV. for which my Lords have thought it right to make provision in this Code. The physical well-being of youth, the formation of habits of discipline, the cultivation of a sense of citizenship and its obligations, are matters of prime importance to the country, and provision in aid of classes for the furtherance of these objects is made all the more readily that they need not be regarded as the rivals of classes under Divisions II. and III., but rather as useful supplements of these classes, freshening the energies of the pupils and varying their interest.

These classes not "recreation" classes simply.

At the same time the classes under Division IV. must not be allowed to degenerate into mere opportunities for recreation and amusement. A practical outcome will be demanded as the result of instruction for which aid is granted in the shape of evident and genuine proficiency in Gymnastics, Drill, Music, or whatever the subject of the course may be. My Lords dissent entirely from the view that pupils should be coaxed or bribed into attending continuation classes by adventitious attractions. They are persuaded that the work of students who can be attracted by such inducements only will be of little value, while their presence in the classes will have largely the effect of lessening the ardour and obstructing the progress of the more earnest students. Lasting benefit to the country is more likely to accrue from the attendance at continuation classes of smaller numbers of students, provided that these students come with a definite purpose of studying matters the importance of which they have realised in their own experience, and are prepared to make sacrifice both of time and amusement. The cultivation of habits of endurance and self-mastery in the pursuit of a worthy object are of even more importance than the knowledge acquired. It is with these views that my Lords have taken steps (by Article 49) to discount the casual attendance at newly-formed classes of pupils who attend for a short time merely from a desire for novelty and fresh excitement.

The main objects of the Code having thus been stated in outline, some subsidiary matters of importance may now be considered.

Examinations and certificates

After the fullest deliberation my Lords have decided to discontinue the award of Elementary Certificates on the results of a uniform written examination. There is reason to fear that under this system much of the instruction for which grants are made has been directed simply to the qualifying of pupils for the purpose of themselves earning grants by instructing others, and so on in a vicious circle. To a greater or less extent preparation for examinations tends to obscure the real object of the classes, with the result that the ultimate effect upon the industries of the country may be by no means commensurate with

the expenditure incurred. Such examinations must be conducted on a limited number of fully detailed syllabuses, with the result that either the liberty of managers in devising courses suitable for particular classes of students will be unduly restricted, or the number of separate examinations must be increased to an extent which will render the system unworkable. My Lords are also of opinion that an examination exclusively in writing is an incomplete and imperfect test of a student's attainments in most, if not all, subjects, and that it ought to be supplemented by oral and practical tests and by a consideration of the actual work done by the student during his course of instruction. Such more complete tests They propose to institute, but only in those cases where the instruction of the student has been carried to such a pitch as will warrant this more elaborate method of examination. As a rule, examinations will be held by *the Department* in the case of those students only who have completed a full course of instruction under Division III. according to a syllabus approved by the Department for this purpose; and a corresponding importance will be attached to the certificates so awarded.

As conducted by the Department.

In other cases, where the instruction of students falls short of this high standard, my Lords propose to commit the award of certificates to managers directly (Article 70). Certificates so issued should specify the amount and regularity of the student's attendance during the session, the character of his work in class (including class exercises), as adjudged by the teacher, and the results of the examinations held by the teacher. Where managers think it desirable, they may appoint an assessor to act along with the teacher in conducting one or more of the class examinations, and they may make the results of such examinations an *element in determining* the award of the certificates. But having Themselves decided, for reasons already stated, to abandon the practice of written examinations applicable to several classes in common, my Lords will not sanction the award of certificates upon the results of similar examinations, whether conducted by school authorities themselves or by self-constituted examining bodies, nor may the expenses of such examinations (if held) be reckoned as part of the expenses of classes under this Code.

By Managers

In order that the issue of certificates by managers may be authorised by the Department, the class must have been conducted according to an approved syllabus by teachers recognised by the Department, and must have been favourably reported on by the Inspector, who may, where he deems it expedient, institute a control examination for the purpose of ascertaining the sufficiency of the tests by which the award of certificates has been determined.

In view of the special object of this Code, it is evident that the prime requisite of a teacher is real knowledge of the subject taught rather than that acquaintance with educational aims and methods which forms a necessary part of the technical training of teachers of schools giving a general education. While, therefore, certificated teachers will prove the most suitable teachers for Division I., for the other divisions other and special qualifications will, as a rule, be necessary. These qualifications should, wherever possible, include a practical acquaintance with the business, occupation, or industry to which the class is relative, and, other things being equal, the instruction given will be all the better if that acquaintance is a present and living one. Experience shows that it is not impossible for teachers or other persons, who from their previous training have become, as it were, examination experts, to pass theoretical examinations in subjects of a technical character while altogether destitute of any practical acquaintance with the related industry. It is evident that instruction by such persons will fall far short in practical utility of that given by persons whose theoretical knowledge is corrected and supplemented by practical experience. For these reasons my Lords contemplate the employment under this Code of a class of teachers distinct and separate from the regular teachers of schools, whether elementary or secondary, and only in exceptional cases should the two functions be combined.

Class of teachers contemplated.

For similar reasons, while the ultimate general management and financial control of classes under this Code will, as a rule, be in the hands of persons whose primary function is that of managers of day schools, it is of the utmost importance that the immediate direction of each special group of classes should, as suggested in Article 61, be entrusted to persons who, whether as employers or employed, or otherwise, have an intimate knowledge of the practical applications of the subject matter.

General and special management of the classes.

The Code, it is hoped, provides an instrument for the efficient technical instruction of every class of the community which is in a position to benefit by such instruction; but to realise its possibilities in any full measure altogether

transcends the powers of merely official action, whether on the part of school authorities or of the Department. These can supply the organisation and the funds and can exercise a regulating and co-ordinating function, but it is for business men, workmen, employers, and professional associations of all sorts to state their requirements in the matter of technical instruction for their several employments; to make suggestions for giving a practical direction to the instruction; and to impress upon apprentices and young people entering on specific employment the duty of availing themselves of the opportunities offered. It rests with employers in an especial degree to further the objects of this Code by granting, wherever possible, to the young people in their employment reasonable facilities for attendance at suitable classes. It may be pointed out in this connection that classes under this Code may be held not only in the evening, but at any time of the day. It is probable, for example, that in towns classes for young people employed in business houses may most advantageously be held in the morning. In rural districts in winter the afternoon may be the best time of meeting for a part of the session, the meetings being transferred to the evening as the season advances.

Finance.

The classes under this Code from their very nature should be of benefit in an especial degree to the locality in which they are conducted, and though, in accordance with the precedent of previous regulations, a generous measure of State support has been accorded, my Lords have thought it right that at least some portion of the necessary expenditure, over and above the income which may be derived from fees, should in all cases be borne by the locality. What that necessary expenditure may be it is the object of Articles 51-56 to determine. Managers must provide suitable premises and equipment from their own funds, though it is to be expected that the existing supply of school buildings will in most cases render further expenditure under this head unnecessary; they must determine beforehand, guided by considerations of what is fair and equitable in the circumstances, the amount of remuneration which they are prepared to allow to the teacher for his services, and such sum, and such sum only, must be paid, irrespective of the amount of grant that may be earned; accurate accounts of all other expenditure must be kept, and where it is impossible to separate completely between expenditure for these classes and for the purposes of the day school held in the same premises, allocation must be made on some clearly explained principle. When the necessary expenditure has thus been ascertained, it is possible that some readjustment of rates as between the various divisions, or even some general alteration may be necessary, and these rates should therefore be regarded as provisional only.

Allocation of Residue Grant for Technical Instruction.

It has been usual in the past for Town and County Councils to make from the Residue Grant some contribution toward the expenses of classes such as those embraced by the present Code, and as the conditions of the present Code are such as to render the maintenance of separate classes for the most part unnecessary, it is to be expected that such contributions will be continued and even increased. Where such contribution is made it is suggested that it should *not* take the form of a fixed subsidy, or of a payment upon attendances or results of examinations. It would be better that the Town or County Council, if satisfied that the class for which application is made is a suitable one for aid from their funds, that it has been efficiently conducted, and that the expenditure is reasonable, should recoup managers a certain proportion or, in extreme cases, the whole of the deficiency incurred by managers in maintaining the class, after deduction of the income from fees and from the grant under this Code. In this way the danger of overlapping from concurrent grants for the same instruction will be avoided, and a clearer view obtained as to how the necessary expenses of the classes are met.

Nothing in this Code affects the power of Town and County Councils to establish and maintain classes for which no grant under the Code is claimed; and where they resolve to aid classes established under this Code they must determine for themselves (having regard to the provisions of the Technical Instruction Amendment Act) whether that aid shall be extended to all such classes or restricted to those falling under certain divisions only.

Local Scholarships.

Attention is directed to the provisions for Local Scholarships (Articles 77-83), and specially to the provision for the more effective study of modern languages by residence abroad.

Central Institutions.

It is hoped that the classes under the main divisions of this Code, presupposing as they do at least a modicum of general education on the part of the pupils, will be of real service to the country by diffusing, extending, and facilitating opportunities for technical instruction in the widest sense of the

term to those who realise the need for it in their daily employment. But my Lords are of opinion that any scheme of technical education would be incomplete which did not provide instruction of the very highest kind in applied Science and Art to selected students who will devote their whole time to study. They think, therefore, that a further differentiation of institutions is necessary, and that instead of all alike being subjected to the same set of regulations, as has been done hitherto, a few which have had an outstanding record of success in the past, which are well staffed and well equipped for a considerable variety of work, and which are situated at the natural centres of population for large areas, may be allowed to proceed upon lines of their own, in the hope that they may develop into institutions worthy to rank, not in number of students, but in quality and advancement of work, with the best of their kind in any other country. It is from such institutions, and the opportunities of research and discovery which they will naturally afford, that decisive advantage to the industries of the country, in so far as that is dependent on educational arrangements, is to be looked for.

For this purpose, provision is made in Article 87. The institutions to be placed in this category will be carefully selected, but it would be premature to state at this stage the exact nature of the arrangements which it may be found expedient to adopt in regard to them.

I have, etc.,

H. Craik

APPENDIX No. 3.

Regulations as to Registration.

[N.B.—Pupils on the registers of schools under the Day School Code (including Supplementary Courses and Higher Grade Departments), or of a Secondary School, must not be entered for grant on the registers of the Continuation Classes. Attention is directed to Article 2 and paras. IV. & V. of the note on page 6 of the Continuation Class Code.]

I. A separate Attendance Register must be kept for every class, and all the particulars required by Rules II. and III. (below) must appear in each Attendance Register. (*A separate General Register is not necessary.*)

(*a.*) Only one attendance register is necessary for a class in Division I. irrespective of the distribution of subjects. Thus, English and other subjects taken at one meeting may be registered in the same register with arithmetic taken at another meeting.

(*b.*) A "class" in Divisions II. and III. shall be any group of pupils following a common course of instruction either in a single "subject" or in a combination of subjects approved by the Department as constituting a homogeneous course *and embodied in one syllabus.* Thus, while attendances at arithmetic and bookkeeping will, as a rule, be registered separately, a course for the same pupils consisting, *e.g.*, of arithmetic in the earlier part of the session, to be followed by bookkeeping in the later, may be regarded as one class requiring only one register.

II. On the first page of the Register the following particulars must be clearly shown in ink :—

(*a.*) The official name of the school or class.

(*b.*) The subject of instruction, together with the division and the article of the Code under which it is taken. (*If the instruction extends over more than one year the particular year should be indicated.*)

(*c.*) The names of all the teachers.

(*d.*) The days and hours of meeting.

(*e.*) The signatures of managers (or their representatives) who have visited the class, the dates and times of the visits, and the number of students present on those occasions.

III. In the body of the Register provision must be made for the undermentioned details :—

(*a.*) The full name of each student.

(*b.*) The date of his (or her) birth (day, month, year), and the occupation of the student.

(*c.*) The qualification for registration of each student, together with a reference to the article of the Code sanctioning such registration.

(*d.*) The classes attended by each student during the session—whether the classes are under the same management or not.

(*e.*) The fee *actually* paid by each student.

(*f.*) The date of each meeting of the class.

(*g.*) The time of marking the Register at each meeting.

(*h.*) The total number of students present at each meeting of the class.

(*i.*) The total number of *hours* of attendance of students at each meeting.

(*j.*) The total number of *hours* of attendance of each student at the class during the session.

IV. The following rules must be strictly observed :—

(*a.*) All entries in the Register must be in ink.

(*b.*) The names of students should be, as far as possible, in alphabetical order.

(*c.*) A separate column must be used for the attendances at each meeting, the time and date of which must be stated.

(*d.*) The Register must be marked in the column next to that containing the last entry. No blank columns may be left.

(*e.*) The Register must be marked and totalled within the first ten minutes of the time recognised by the Department as set apart for the meeting.*

(*f.*) The presence of a student must be marked by a cross, thus **X**; and his absence by an **O**.

(*g.*) If a student leaves† before the conclusion of the lesson, his mark for presence must be cancelled at once by drawing a ring round it

thus

(*h.*) The total number of students present at each meeting of the class must be entered at the foot of the column in which their attendance for that lesson is recorded, and must be initialled by the teacher giving the instruction. This must be done, as explained in paragraph (*e*), at the beginning of the lesson.

(*i.*) Subsequent alterations are strictly prohibited. If a mistake in registration has been made it must be corrected by an explanatory note in the Register.

(*j.*) At the close of the lesson the total number of hours of attendance made by all the students during the lesson must be entered immediately under the number of students who were present.

(*k.*) At the close of the session the total number of *hours* of attendance of each student must be entered opposite the name of the student.

(*l.*) Managers or their representatives, when visiting the classes, should record on the front of the Register the number of students present on those occasions, attesting the same by their dated signatures; they should also see that the Registers are properly kept.

(*m.*) Where students are qualified for registration by virtue of their having obtained any of the Certificates referred to in the Code, this fact, together with the years in which the certificates were obtained, must be clearly recorded in the Register. Either the certificates themselves, or a list of them, giving the necessary particulars in each case, and certified by managers (or by the teacher of the class and the principal teacher of the school) after comparison with the actual certificates to be correct, must be kept during the currency of the class along with the Register, in the custody of the head teacher of the class, and be accessible to the Inspector at the time of any of his visits.

(*n.*) All Registers, when filled up, must be put away and preserved for at least five years.

(*o.*) The Managers are recommended to have these rules printed *in extenso* in the Registers to be used for Continuation Classes.

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* Where a meeting for purposes of instruction extends to two hours or over, the Department will be prepared to consider proposals for more than one marking of the Register in the course of the meeting, but the general rule (IV.) (*e*) may not be deviated from without the previous sanction of the Department.

† The Department are prepared to consider proposals for exception from this rule in the case of the pupils who are obliged, by train-hours or other circumstances, regularly to leave before the close.

APPENDIX No. 4.

FORM A. 66.

SCOTCH EDUCATION DEPARTMENT.

MEMORANDUM, SHEWING THE PRIZES, SCHOLARSHIPS, PRIVILEGES, &c., UNDER THE BOARD OF EDUCATION REGULATIONS OPEN TO STUDENTS AND TEACHERS UNDER THE CONTINUATION CLASS CODE.

With reference to Articles 84 and 85 of the above Code, the attention of School Boards and other Managers of Classes under this Code is directed to the following memorandum specifying the nature of the rewards to students and the privileges to teachers continued under the above-named Articles as applicable to students and teachers in Scotland. The detailed conditions of the various awards will be found in the Regulations for Evening Schools, Technical Institutions, and Schools of Art and Art Classes, or in the Regulations relating to the Royal College of Science, the Royal College of Art, and to Museums under the Board of Education for *1904-5*, a reference being here made to the particular Section concerned, and the latest date for arranging to enter the various competitions with the number of the form required to be filled up. Copies of the forms named can be obtained from the *Scotch Education Department, 55 Whitehall*, and should in all cases *be returned to this Department* for transmission to the Board of Education.

1.—Certificates (Section 73. Regulations for Evening Schools, &c.)

Issued for each success obtained at the Local Science and Art Examinations.*

2.—King's Prizes (Section 74. Regulations for Evening Schools, &c.)

To those registered students who do best at the Local Examinations in Science and Art.*

3.—Medals for Science (Section 75. Regulations for Evening Schools, &c.)

At the Local Examinations Bronze Medals are given in Science for First Class successes in Honours.

4.—National Competition (Section 75. Regulations for Evening Schools, &c.)

Gold, Silver and Bronze Medals and Books are given for the best works selected for the National Competition.* (See Para. 18 of Circular 363.)

5.—Princess of Wales' Scholarships (Section 80. Regulations for Evening Schools, &c.)

Two (£25 and £11) awarded to the female students of Schools of Art who take the highest prizes of the year in the National Competition.* Tenable for one year at the School of Art where they have been gained.

6.—Royal Exhibitions (Sections 29 at page 22, and 28 at page 221 of the Regulations relating to the Royal College of Science, the Royal College of Art, &c.)

These are awarded on the results of the Evening Examinations* of the current year. There are awarded each year, 7 Science, £50 a session, with free admission to lectures, &c., for three years at the Royal Colleges of Science, London and Dublin (Form 330 (a), 15th April); and 10 Art, 25s. a week for 40 weeks, for two years, and free admission to lectures, &c., in the Royal College of Art. (Form 1181, 15th April.)

7.—National Scholarships (Sections 29 at page 22, and 28 at page 221 of the Regulations relating to the Royal College of Science, the Royal College of Art, &c.)

These are awarded on the results of the Evening Examinations* of the current year. 22 Science, tenable at the Royal Colleges of Science, London and Dublin, 25s. a week for the session of about 40 weeks, for three years, with free admission to lectures, &c. (Form 330 (a), 15th April); and 6 Art to registered Art students engaged in a trade which depends upon Decorative Art, tenable at the Royal College of Art, 25s. a week for 40 weeks, for two years, with free lectures, &c. (Form 1181, 15th April.)

*Applications for examination at the Local Examinations in Science and Art in Scotland must be made to the Managers of Continuation Classes or to the School Board of the district, early in January. These Examinations in Scotland will as a rule be held in the Advanced and Honours Stages only.

8.—Free Studentships (Sections 29 at page 22, and 28 at page 221 of the Regulations relating to the Royal College of Science, the Royal College of Art, &c.).

These are awarded on the results of the Evening Examinations* of the current year. Each year 6 Science, entitling to free lectures, &c., at the Royal College of Science, London, for three years (Form 330 (a), 15th April); and 15 Art, entitling to free lectures, &c., for two sessions at the Royal College of Art. (Form 1181, 15th April.)

9.—Local Scholarships (Art). (Section 28 at page 221 of the Regulations relating to the Royal College of Science, the Royal College of Art, &c.)

These are awarded on the results of the Evening Examinations* of the current year. Twenty-four £20 Scholarships will be awarded in 1905, tenable for three years at any approved School of Art. (Form 1181, 15th April.)

10.—Whitworth Scholarships and Exhibitions. (Section 83. Regulations for Evening Schools, &c., and Special Syllabus, to be obtained on application to Scotch Education Department.)

These are awarded on the results of the Evening Examinations* of the current year. Thirty £50 Exhibitions for one year and four £125 Scholarships for three years. The Exhibitions are tenable with Royal Exhibitions and National Scholarships, but the Scholarships are not. Candidates must be under 26 years of age, and must have served for at least three years in the workshop of a Mechanical Engineer, &c. (Form 330, 15th April.)

11.—Studentships in training. Art. (Section 23 at page 220 of the Regulations relating to the Royal College of Science, &c. Science. (Section 30 at page 26 of the Regulations, &c.)

A limited number open—

(1.) To registered Art Students holding Art Master's Certificate, Group I.; admission to the Royal College of Art, with 25s. a week for a term of about 20 weeks, and third class return fare. (Form 488, 15th January or 1st July.)

(2.) To Teachers and Students in Science classes, one term's or session's admission to sessional courses in the Royal College of Science, London, with 25s. a week, and third class return fare. (Form 400, 15th June, and Form 1019, 20th June.)

12.—Short courses of instruction. Art and Science. (Section 81. Regulations for Evening Schools, &c.)

(1.) Given in July or August at the Royal College of Art to teachers and advanced students. £3 allowed for expenses and third class return fare. (Form 234a, 10th June.)

(2.) Given in July or August at the Royal College of Science, London, to teachers qualified to teach the subject of the course. £3 allowed for expenses and third class return fare. (Form 500 Scotland, 17th May.)

13.—Aid to attend at Provincial Science Colleges.

Three-fourths of the fees of a limited number of selected Science Teachers attending certain day classes at St. Andrew's University, Aberdeen University, or University College, Dundee, or one-half their fees at certain Evening classes at University College, Dundee, are paid by the Department. (Form A. 67, 1st August.)

14.—Visits to National Competition Exhibition, and to study at other institutions in British and Foreign towns. (Section 81, Regulations for Evening Schools, &c.)

A limited number of teachers and students of Schools of Art may be granted third class fare and not more than 7s. 6d. a night while required to be absent from home. (Form 1178, 30th June.)

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* See note on page 210.

15.—Free attendance at Lectures at Royal Colleges of Science and Art, London.
(Section 81. Regulations for Evening Schools, &c.)

Approved Science or Art Teachers may attend any course of lectures as far as circumstances may allow. Application to be made to the Scotch Education Department.

16. The attention of Managers of Schools and Classes is also called to the following provisions :—

(*a.*) Works of Art, reproductions, books, drawings, lantern slides, examples of students' works, &c., are lent for the purpose of study to Schools of Art and, to a limited extent, to Art classes. Form 273 for books, Form 159 for students' works. (Sections XVI. and XVII. of Regulations for Museums, etc.)

(*b.*) Collections of Apparatus and objects for the more efficient instruction of Science classes are circulated for illustration of Science teaching. Form 802, 1st October.

17. The attention of the Managers of Local Museums established under a Municipal or other Local Authority, or under the Public Libraries Acts, is directed to the following :—

(*a.*) Aid may be given towards the purchase of objects for these Museums. Form 132. Applications must be made before 1st October (Section XV. (a) of Regulations for Museums, etc.).

(*b.*) Collections of objects selected from the Victoria and Albert Museum for Exhibition are lent. Form 605 (Section XV. (b) of Regulations for Museums, etc.).

INSPECTORS' DISTRICTS.

N.B.—The name of the Inspector in charge of a District is printed in heavy type. The names of the Sub-Inspectors are printed in italics.

No. of District.	County or District.	Population (1901).	Inspectors, Junior Inspectors, and Sub-Inspectors, with their Head-Quarters.
	SOUTHERN DIVISION.		
	A. E. SCOUGAL, Esq., **Senior Chief Inspector** (with special charge of the Higher Grade Schools of the Division).		
1	Edinburgh County, part of. (*See* Nos 2 and 3.) *comprising*—	347,314	**A. E. Scougal**, Esq., 1, Wester Coates Avenue, Edinburgh.
	Edinburgh (City) 317,145 and the Parishes of— Colinton, Corstorphine, Cramond, Currie, Kirknewton and E. Calder, Mid Calder, Ratho, West Calder.		**F. R. Jamieson**, Esq., 5, Mayfield Gardens, Edinburgh.
			J. W. Peck, Esq. (Junior Inspector), 22, Duke Street, Edinburgh.
	Linlithgow *except Whitburn, East Benhar Colliery Public School, included in District No. 8.*	66,443	*J. Crombie, Esq.*, 18, Braid Crescent, Edinburgh.
			W. Robb, Esq., 2, Morningside Gardens, Edinburgh.
	Total	413,757	
2	Edinburgh, part of. (*See* Nos. 1 and 3) *comprising*—	138,770	**A. O. Barrie**, Esq., 1, Corrennie Gardens, Edinburgh.
	Leith (B.) 77,439 and Borthwick, Carrington, Cockpen, Cranston, Crichton, Dalkeith (Town), Dalkeith, (L.), Fala and Soutra, Glencorse, Inveresk (L.), Lasswade, Liberton, Musselburgh (B.), Newbattle, Newton, Penicuik, Stobhill, Temple		*J. Craigie, Esq.*, 7, Cluny Avenue, Edinburgh.
	Haddington	38,665	
	Total	177,435	
3	Roxburgh	48,500	**W. Y. King**, Esq., 3, Corrennie Drive, Edinburgh.
	Berwick	31,128	
	Selkirk	23,388	
	Peebles	15,034	
	Edinburgh—Parishes of Heriot and Stow (*See* Nos. 1 and 2.)	1,977	*W. H. Bell, Esq.*, Fernleigh, Melrose.
	Total	120,027	
4	Fife	218,840	**G. Dunn**, Esq., LL.D., 42, Murrayfield Avenue, Edinburgh.
			W. S. Gall, Esq., Duncaton, Glasgow Road, Perth.
	Total	218,840	*(To receive assistance from the Staff of the Southern Division.)*

No. of District.	County or District.	Population (1901).	Inspectors, Junior Inspectors, and Sub-Inspectors, with their Head-Quarters.
	Southern Division—*continued.*		
5	**Perth**, part of. (*See* Nos. 6 and 13.)	105,390	**J. Clark**, Esq., Viewlands Terrace, Perth.
	comprising—		
	Aberdalgie, Abernethy, Alyth, Amulree, Arngask, Auchterarder, Auchtergaven, Balquhidder, Bendochy, Blair Athol, Blairgowrie, Caputh, Cargill, Clunie, Collace, Comrie, Coupar Angus, Crieff, Dron, Dull, Dunbarney, Dunkeld and Dowally, Dunning, Errol, Findo Gask, Forgandenny, Forteviot, Fortingall, Fowlis Wester, Innerwick - in - Glenlyon, Kenmore, Killin, Kilspindie, Kinclaven, Kinfauns, Kinloch - Rannoch, Kinnaird, Kinnoull, Kirkmichael, Lethendy and Kinloch, Little Dunkeld, Logiealmond, Logierait, Madderty, Meigle, Methven, Moneydie, Monzievaird and Strowan, Moulin, Muthill, Persie, Perth (B.), Perth, East Par. (L.), Rattray, Redgorton, Rhynd, St. Madoes, St. Martin's, Scone, Tenandry, Tibbermore, Trinity Gask, Weem.		(*To receive assistance from the Staff of the Southern Division.*)
	Total	105,390	
6	**Stirling**, part of. (*See* No. 8.)	135,062	**A. D. Millar**, Esq., 1, Victoria Square, Stirling.
	comprising—		
	Airth, Balfron, Buchanan, Denny, Drymen, Dunipace, Falkirk (B.), Falkirk (L.), Fintry, Gargunnock, Grangemouth, Killearn, Kilsyth (Town), " (L.), Kippen, Larbert, Logie, Muiravonside, St. Ninians, Slamannan, Stirling (B.).		*J. Wilson, Esq.*, 7, Windsor Place, Stirling.
	Clackmannan	31,907	
	Perth, part of. (*See* Nos. 5 and 13.)	15,922	
	comprising—		
	Aberfoyle, Ardoch, Blackford, Blairingone, Callander, Dunblane and Lecropt, Gartmore, Glendevon, Kilmadock, Kincardine, Muckart, Port of Monteith, Trossachs.		
	Kinross	6,664	
	Dumbarton—Parish of Cumbernauld (*See* Nos. 8 and 11.)	4,979	
	Total	194,534	

Officers attached to the Southern Division.

1. **D. S. Macnair**, Esq., Ph.D., H.M. Inspector, 67, Braid Avenue, Edinburgh.
2. G. Andrew, Esq., H.M. Inspector, 5, Mayfield Gardens, Edinburgh.
3. F. W. Michie, Esq., Junior Inspector, 10, Montague Terrace, Edinburgh.
4. *W. Home*, Esq., Sub-Inspector, Second Class, 9, Marchmont Street, Edinburgh.
5. W. Duckett, Esq.

No. of District.	County or District.	Population (1901).	Inspectors, Junior Inspectors, and Sub-Inspectors, with their Head-Quarters.

WESTERN DIVISION.

A. R. ANDREW, Esq., **Chief Inspector** (with special charge of the Higher Grade Schools of the Division).

7	LANARK, part of. (*See* Nos. 8 and 11.)	682,947	**A. R. Andrew**, Esq., Hiltonbank, Hamilton.
	comprising—		**J. C. Smith**, Esq., 12, Holyrood Crescent, Glasgow.
	Glasgow (City) - - - 623,463		W. G. Fraser, Esq., 1a, Wilson Street, Hillhead, Glasgow.
	and the Parishes of—		
	Maryhill - 48,130		W. Menzies, Esq. (*Junior Inspector*), 1, Holyrood Crescent, Glasgow.
	Springburn - 11,354		
	BUTE—County of	18,787	D. H. Crawford, Esq. (*Junior Inspector*), 9, Strathmore Gardens, Glasgow.
	ARGYLL—Island of Mull (*See* No. 12.)	4,712	J. H. Murray, Esq. (*Junior Inspector*). 32, Falkland Mansions, Hyndland, Glasgow.
	consisting of the parishes of—		
	Kilfinichen and Kilvickeon, Kilninian and Kilmore, — Salen, Torosay.		*W. Calder, Esq.*, 60, Grant Street, Glasgow.
			D. Macleod, Esq., 72, Lauderdale Gardens, Hyndland, Glasgow.
	Total	706,446	
8	LANARK (*See* Nos. 7 and 11.)	423,810	**R. Harvey**, Esq.,
	Except Glasgow City, and the parishes of Govan, Maryhill, and Springburn.		23, Lilybank Gardens, Hillhead, Glasgow.
	DUMBARTON, part of. (*See* Nos. 6 and 11.)	14,401	
	comprising—		C. J. N. Fleming, Esq., Holm Cottage, West Port, Lanark.
	Kirkintilloch (Town),		
	„ (L.).		
	STIRLING, part of. (*See* No. 6.)	6,886	*W. M. Shanks, Esq.*, Muirfield, Auchingramont Road, Hamilton.
	comprising the parishes of—		
	Baldernock, Campsie, — Strathblane.		
	LINLITHGOW—East Benhar Colliery Public School in Whitburn parish. (*See* No. 1.)		*J. Miller, Esq.*, Craigview, Burnbank Road, Hamilton.
	Total	445,097	

No. of District.	County or District	Population (1901).	Inspectors, Junior Inspectors, and Sub-Inspectors, with their Head-Quarters.
	Western Division—*continued.*		
9	Ayr	253,372	**A. Lobban**, Esq., Ayr.
	Renfrew—Parish of Skelmorlie (*See* No. 12.)	1,401	*D. Johnston, Esq.*, 4, Carrick View, Ayr. (*See also* No. 10.)
			J. Henderson, Esq, Prestwick Road, Ayr.
	Total	254,773	
10	Dumfries	72,571	**A. Douglas Thomson**, Esq., D. Litt., Greystonebank, Dumfries.
	Kirkcudbright	39,511	*D. Johnston, Esq.*, 4, Carrick View, Ayr. (*See also* No. 9.)
	Wigtown	32,557	*T. A. Leishman, Esq.*, Stanley Villa, Rotchell Park, Dumfries.
	Total	144,639	
11	Lanark, part of. (*See* Nos. 7 and 8.) *comprising* the parish of Govan.	208,053	For the present the inspection of this District will be provided for by the Chief Inspector of the Division.
	Dumbarton, part of. (*See* Nos. 6 and 8.) *comprising*— Arrochar, Bonhill, Cardross, Dumbarton (B.), Dumbarton (L.), Kilmaronock, Luss, New Kilpatrick, Old Kilpatrick, Roseneath, Row.	94,559	*T. McVie, Esq.*, Glenalbyn, Dalmuir, Glasgow.
	Total	302,612	

No. of District.	County or District.	Population (1901).	Inspectors, Junior Inspectors, and Sub-Inspectors, with their Head-Quarters.
	Western Division—*continued.*		
12	**Renfrew.** (*See* No. 9) - - - - - - - - - - *except the parish of Skelmorlie.*	293,192	**D. Munro Fraser,** Esq., 40, Kelburn Avenue, Dumbreck, Glasgow.
	Argyll, *except the Island of Mull,* (*See* No. 7) - - - - *consisting of—* *Kilfinichen and Kilvickeon,* *Kilninian and Kilmore,* *Salen,* *Torosay.*	69,529	*J. Binnie, Esq., I.S.O.,* Kilmacolm, R.S.O., Renfrewshire. *A. M. Burdon, Esq.,* Kingarth, Maxwell Park, Glasgow.
	Inverness—Parish of Small Isles (*see* Nos. 16 & 18) - - - -	495	*G. Murray, Esq.,* 1, Trefoil Gardens, Shawlands, Glasgow.
	Total - - -	363,216	

Officers attached to the Western Division.

1. **F. W. Young,** Esq., H.M. Inspector, 32, Buckingham Terrace, Botanic Gardens, Glasgow.
2. D. Thompson, Esq., H.M. Inspector, 59, Stanmore Road, Glasgow.
3. Walter Stewart, Esq., D.Sc., Junior Inspector, 36, Kersland Street, Glasgow.
4. A. Cameron Smith, Esq., Junior Inspector, 1, Huntly Terrace, Kelvinside, N., Glasgow.
5. *J. Grigor, Esq.,* Sub-Inspector, Second Class, 58, Clarence Drive, Glasgow.

Northern Division.

J. Boyd, Esq., **Chief Inspector** (with special charge of the Higher Grade Schools of the Division).

13	**Forfar, South** - - - - - - - - - - - *consisting of—* Arbirlot, Auchterhouse, Barry, Broughty Ferry (Town), Carmyllie, Dundee (B.), „ (L.), Dunnichen, Eassie and Nevay, Forfar (B.), „ (L.), Fowlis Easter, Friockheim, Glamis, Inverarity, Kettins, Kinnettles, Kirkden, Liff, Benvie and Invergowrie, Lundie, Mains and Strathmartine, Monifieth, Monikie, Murroes, Newtyle, Panbride, Tealing.	213,504	**J. M. Wattie,** Esq., Linton, Strathern Road, Broughty Ferry. *J. W. Munro, Esq.,* Ardlogie, Leuchars, Fife.
	Perth, part of. (*See* Nos. 5 and 6) - - - - - - *comprising—* Abernyte, Inchture, Longforgan.	2,679	*J. H. Craig, Esq.,* 2, Newington Terrace, Broughty Ferry. (*See also* No. 14.)
	Total - - -	216,183	
14	**Forfar, North** - - - - - - - - - - - *consisting of—* Aberlemno, Airlie, Arbroath (B.), and Arbroath and St. Vigean's (L.), Brechin (B.), „ (L.), Careston, Cortachy and Clova, Craig, Dun, Edzell, Farnell, Fearn, Glenisla, Guthrie, Inverkeillor, Kingoldrum, Kinnell, Kirriemuir, Lintrathen, Lochlee, Logie Pert, Lunan, Marytown, Menmuir, Montrose (B.), „ (L.), Navar and Lethnot, Oathlaw, Rescobie, Ruthven, Stracathro, Tannadice.	70,578	**R. J. Muir,** Esq., Peel Place, Montrose. *J. H. Craig, Esq.,* 2, Newington Terrace, Broughty Ferry. (*See also* No. 13.)
	Total - -	70,578	

NORTHERN DIVISION—*continued.*

No. of District.	County or District.	Population (1901).	Inspectors, Junior Inspectors, and Sub-Inspectors, with their Head-Quarters.
15	ABERDEEN.	313,825	**J. Boyd**, Esq., 70, Queen's Road, Aberdeen.
	KINCARDINE	31,537	
	ORKNEY	28,699	**W. E. Philip**, Esq., 126, King's Gate, Aberdeen.
	SHETLAND	28,166	C. H. Rankine, Esq. (*Junior Inspector*) 185, Forest Avenue, Aberdeen.
			J. Galloway, Esq., 23, Cranford Road, Aberdeen.
			R. Topping, Esq., 36, Beaconsfield Place, Aberdeen.
			F. R. S. Walker, Esq., 44, Gray Street, Aberdeen.
	Total	402,227	*J. Moffat, Esq.*, 25, Braemar Place, Aberdeen.
16	CAITHNESS	33,870	**J. A. Macdonald**, Esq., Dingwall.
	ROSS (mainland), part of. (*See* Nos. 17 and 18.)	24,036	
	comprising— Alness, Carnoch, Contin, Dingwall, Edderton, Fearn, Fodderty, Kilmuir-Easter, Kiltearn, Kincardine, Kinloch-Luichart, Logie-Easter, Nigg, Rosskeen, Tain, Tarbat, Urray.		*A. McDonald, Esq.*, Tigh-Tiorail, Crown Drive, Inverness.
	SUTHERLAND	21,440	(*Will assist in* No. 18.)
	INVERNESS (Insular), part of. (*See* Nos. 12 and 18.)	11,952	
	comprising— Barra, North Uist, South Uist.		
	Total	91,298	

No. of District.	County or District.	Population (1901).	Inspectors, Junior Inspectors, and Sub-Inspectors, with their Head-Quarters.
	Northern Division—*continued.*		
17	Elgin. - - - - - - - - - - - - - -	44,499	**W. W. McKechnie**, Esq., Elgin.
	Banff - - - - - - - - - - - - - -	61,789	
	Ross, (mainland), part of. (*See* Nos. 16 and 18) - - -	12,725	
	consisting of—		
	West Ross, *comprising*— Applecross, Gairloch, Glenshiel, Kintail, Lochalsh, Lochbroom, Lochcarron		*M. Morrison, Esq.*, Elgin.
	Nairn - - - - - - - - - - - - - -	8,721	
	Total - - -	127,734	
18	Inverness, part of. (*See* Nos. 12 and 16) - - - - - -	77,628	**J. L. Robertson**, Esq., Maybank, Inverness. (Chief Inspector.)
	except the parishes of— *Barra*, *North Uist*, *South Uist*, *Small Isles*.		
	Ross, part of. (*See* Nos. 16 and 17) - - - - - -	39,689	*M. Beaton, Esq.*, Queensgate, Inverness.
	consisting of— Lewis, 28,949. *comprising*— Barvas, Lochs, Stornoway, Uig.		(*To receive assistance also from Mr. McDonald. See* No. 16.)
	and		
	Black Isle, 10,740. *comprising*— Avoch, Cromarty, Killearnan, Knockbain, Resolis, Rosemarkie, Urquhart and Logie Wester.		*Note.*—Certain school districts in the Islands of Skye and in Long Island have been placed under the special charge of Mr. Robertson, H.M.I., as Chief Inspector.
	Total - - -	117,317	

Officers attached to the Northern Division.

1. **J. T. Ewen**, Esq., H.M. Inspector, 104, King's Gate, Aberdeen.
2. T. B. M. Lamb, Esq., Junior Inspector, 48, Gray Street, Aberdeen.
3. *J. N. Hood, Esq.*, Sub-Inspector, Second Class, Fintragh, Midmills Road, Inverness.

H.M. INSPECTORS OF SCHOOLS (27).

Inspectors.	Number of District.	Inspectors.	Number of District.
Andrew, A. R., Esq.	7	McKechnie, W. W., Esq.	17
Andrew, G., Esq.	Southern Division.	Macnair, D. S., Esq., Ph.D., (*S. & A.*).	Southern Division.
Barrie, A. O., Esq.	2	Millar, A. D., Esq.	6
Boyd, J., Esq.	15	Muir, R. J., Esq.	14
Clark, J., Esq.	5	Philip, W. E., Esq.	15
Dunn, G., Esq., LL.D.	4		
Ewen, J. T., Esq. (*S. & A.*)	Northern Division.	**Robertson**, J. L., Esq.	18
Fleming, C. J. N., Esq.	8	**Scougal**, A. E., Esq.	1
Fraser, D. Munro, Esq.	12	Smith, J. C., Esq.	7
Fraser, W. G., Esq.	7	Thompson, D., Esq.	Western Division.
Harvey, R., Esq.	8	Thomson, A. Douglas, Esq., D. Litt.	10
Jamieson, F. R., Esq.	1		
King, W. Y., Esq.	3	Wattie, J. M., Esq.	13
Lobban, A., Esq.	9	Young, F. W., Esq. (*S. & A.*)	Western Division.
Macdonald, J. A., Esq.	16		

JUNIOR INSPECTORS (9).

Crawford, D. H., Esq.	7	Peck, J. W., Esq.	1
Lamb, T. B. M., Esq.	Northern Division.	Rankine, C. H., Esq.	15
Menzies, W., Esq.	7	Smith, A. Cameron, Esq. (*S. & A.*)	Western Division.
Michie, F. W., Esq. (*S. & A.*)	Southern Division.	Stewart, Walter, Esq., D. Sc. (*S. & A.*)	*Western Division.*
Murray, J. H., Esq.	7		

SUB-INSPECTORS—1st CLASS (8).

Binnie, J., Esq., I.S.O.	12	McDonald, A., Esq.	16, 18
Crombie, J., Esq.	1	Munro, J. W., Esq.	13
Gall, W. S., Esq.	4	Shanks, W. M., Esq.	8
Galloway, J., Esq.	15		
Johnston, D., Esq.	9, 10		

SUB-INSPECTORS—2nd CLASS (21)

Beaton, M., Esq.	18	Leishman, T. A., Esq.	10
Bell, W. H., Esq.	3	Macleod, D., Esq.	7
Burdon, A. M., Esq.	12	McVie, T., Esq.	11
Calder, W., Esq.	7	Miller, J., Esq.	8
Craig, J. H., Esq.	13, 14	Moffat, J., Esq.	15
Craigie, J., Esq.	2	Morrison, M., Esq.	17
		Murray, G., Esq.	12
Grigor, J., Esq. (*S. & A.*)	Western Division.	Robb, W., Esq.	1
Henderson, J., Esq.	9	Topping, R., Esq.	15
Home, W., Esq.	Southern Division.	Walker, F. R. S., Esq.	15
Hood, J. N., Esq. (*S. & A.*)	Northern Division.	Wilson, J., Esq.	6

The names of the Chief Inspectors are printed in heavy type.

APPOINTMENT OF COMMITTEE.

Extract from "The London Gazette" of the 10th February, 1905.

At the Court at Buckingham Palace, the 10th day of February, 1905.

PRESENT :

THE KING'S MOST EXCELLENT MAJESTY IN COUNCIL.

His Majesty in Council was this day pleased to appoint the Lord President of the Council, the Most Honourable The Marquess of Linlithgow, K.T., G.C.M.G., G.C.V.O., Secretary for Scotland (Vice-President), the Right Honourable Lord Balfour of Burleigh, K.T., the Right Honourable Lord Robertson, the Secretary of State for the Home Department, the First Lord of the Treasury, the Chancellor of the Exchequer, and the Right Honourable Charles Scott Dickson, K.C., M.P. (Lord Advocate), to be a Committee of Council on Education in Scotland.

APPOINTMENT OF SECRETARY.

Extract from "The London Gazette" of the 13th December, 1904.

At the Court at Buckingham Palace, the 12th day of December, 1904.

PRESENT :

THE KING'S MOST EXCELLENT MAJESTY IN COUNCIL.

His Majesty in Council was this day pleased, upon a Representation of the Right Honourable the Lords of the Committee of Council on Education in Scotland, to appoint John Struthers, Esquire, C.B., to be Secretary to the said Committee.

APPOINTMENT OF INSPECTORS.

Extract from "The London Gazette" of the 28th October, 1904.

At the Court at Buckingham Palace, the 24th day of October, 1904.

PRESENT :

THE KING'S MOST EXCELLENT MAJESTY IN COUNCIL.

His Majesty in Council was this day pleased, on a representation of the Right Honourable the Lords of the Committee of Council on Education in Scotland, to appoint William Garden Fraser, Esquire, M.A., Fellow of Queens' College, Cambridge, to be one of His Majesty's Inspectors of Schools.

Extract from "The London Gazette" of the 15th November, 1904.

At the Court at Buckingham Palace, the 14th day of November, 1904.

PRESENT:

THE KING'S MOST EXCELLENT MAJESTY IN COUNCIL.

His Majesty in Council was this day pleased, on a representation of the Right Honourable the Lords of the Committee of Council on Education in Scotland, to appoint David Thompson, Esquire, to be one of His Majesty's Inspectors of Schools.

PAPERS relating to EDUCATION, presented to PARLIAMENT by the COMMITTEE of COUNCIL on EDUCATION in SCOTLAND.

Reports.

Report to His Majesty the King in Council, 1903-1904, with Appendix. [Cd.—1974.] Price 3*s.*

Report to His Majesty the King in Council, 1904 1905. [Cd.—2520.] Price 2½*d.*

Report for the year 1904 by Sir Henry Craik, K.C.B., on Secondary Education in Scotland. [Cd.—2224.] Price 4½*d.*

Reports on, and Papers relating to, the Training of Teachers for the year 1903-1904. [Cd.—2493.] Price 6*d.*

General Reports for the year 1904, by the Chief Inspectors of the Southern, Western, and Northern Divisions of Scotland. [Cd. 2447.] Price 1½*d.*; [Cd.—2446.] Price 2½*d.*; [Cd.—2448.] Price 2*d.*

Thirty-first Annual Report by the Accountant for Scotland to the Scotch Education Department. [Cd.—2114.] Price 6*d.*

Continuation Classes—Reports, Statistics, etc., 1903-1904. [Cd.—2525.] Price 6*d.*

Report for the year 1904 by James J. Dobbie, Esq., M.A., D.Sc., on the Royal Scottish Museum. [Cd.—2445.] Price 1½*d.*

Report by G. Andrew, Esq., one of His Majesty's Inspectors of Schools in Scotland on the Gemeindeschulen of Berlin and Charlottenburg. [Cd.—2120.] Price 3*d.*

Codes, Minutes, etc.

Code, 1905. [Cd.—2429.] Price 4½*d.*

Code for Continuation Classes, 1905. [Cd.—2522.] Price 2½*d.*

Minute dated 30th January 1905, providing for the Establishment of Committees for the Training of Teachers. (With Explanatory Memorandum.) [Cd.—2390.] Price 1½*d.*

Minute dated 16th February 1905, providing for the distribution of the General Aid Grant. [Cd.—2391.] Price ½*d.*

Returns.

Return showing (1) the Expenditure from the Grant for Public Education in Scotland in the year 1904; (2) A list of Day Schools aided from Parliamentary Grant, with Statistics relating thereto, for 1903-1904, and Supplementary Lists of Schools, &c.; and (3) Summarised Statistics of Day Schools in receipt of Annual Grants under the Code for the year ended 31st August, 1904. [Cd.—2392.] Price 10*d.*

Return showing the Population, Valuation, the average Assessment levied under the Education (Scotland) Act, 1872, for the three years 1900-01, to 1902-03, in each parish, and the total raised from each Local Government District, together with calculations showing the amounts which would be raised from each parish if the total assessment so raised from each Local Government District were imposed as a District Rate upon parishes on the basis of (1) Valuation above, and (2) Half on Valuation and half on Population, and, Calculations showing the amounts which would be raised from each parish if the charge in respect of Interest on and Repayment of Loans were borne by the respective parishes instead of the District as a whole. [Cd.—2180.] Price 3*d.*

Return "showing the extent to which, and the manner in which, Local Authorities in Scotland have allocated and applied funds to the purposes of Technical Education, during the year ending 15th day of May, 1904, under the following Acts:—Local Taxation (Customs and Excise) Act, 1890; Education and Local Taxation Account (Scotland) Act, 1892; Technical Schools (Scotland) Act, 1887; Technical Instruction Amendment (Scotland) Act, 1892; and Public Libraries Acts." [H.C.—165.] Price 6*d.*

The above papers may be purchased, either directly or through any Bookseller, from any of the following Agents, viz: Wyman and Sons, Ltd., Fetter Lane, E.C., and 32, Abingdon Street, Westminster, S.W.; or Oliver and Boyd, Edinburgh; or E. Ponsonby, 116, Grafton Street, Dublin.

MINUTES.

MINUTE of the COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND, dated the 30th January, 1905, providing for the Establishment of Committees for the Training of Teachers.

At Dover House Whitehall, the 30th day of January, 1905.

BY THE LORDS OF THE COMMITTEE OF HIS MAJESTY'S MOST HONOURABLE PRIVY COUNCIL ON EDUCATION IN SCOTLAND.

Resolved:—

1. That there shall be established in connection with the Universities of St. Andrews, Glasgow, Aberdeen and Edinburgh respectively, a Committee for the Training of Teachers, these Committees to be constituted in the manner prescribed in the schedule to this Minute.

2. Each Committee shall appoint their own Chairman, and fix their own quorum, and may delegate such parts of their duties as they may see fit to Sub-Committees composed of members of their own body with or without added members as may seem to the said Committee to be advisable.

3. Each Committee shall have power to provide, whether in University Classes or otherwise, courses of instruction suitable for the training of teachers (including teachers for Secondary Schools). These courses may include, if the Committee so determine, instruction in religious subjects. They shall be held in towns where a University or a part of a University is situated, but the Committee shall also have power to institute, with the consent of the Department, subsidiary courses of training at approved centres in connection with either a Secondary or a Higher Grade School.

4. Each Committee shall further have power to acquire by purchase, or to secure by lease, suitable premises for the purpose of the aforesaid training, and to provide the necessary apparatus and equipment. A Committee may also establish or may subsidize on such conditions as may be agreed upon, subject to the approval of the Department, one or more hostels for the residence of the students under their charge, and may make such maintenance allowances to individual students as may be deemed necessary. But each student who receives such assistance shall be taken bound to render service in such class of schools and

for such periods as may be from time to time prescribed by the said Committee.

5. Each Committee may receive for training upon such terms and conditions as to payment of fees or otherwise as may be deemed expedient by the said Committee any persons who are duly qualified according to the regulations of the Department for the time being.

6. Each Committee shall have power to appoint officers at suitable salaries either for purposes of instruction or of discipline, and to prescribe courses of studies for the students collectively or for individual students, as well as to make regulations for the proper behaviour and conduct of the students.

7. It shall be a condition of Parliamentary Grant to any School Board or of a grant under any Minute of the Department to any endowed school that the School Board or the Governors, as the case may be, shall grant to the Committees instituted under this Minute such access to their schools and such facilities for practice in teaching as may be agreed upon or as may, if necessary, be determined by the Department, who shall also determine what payment shall be made for the use of such schools.

8. From and after the 31st July, 1905, grants for the training of King's Students shall cease to be payable to the existing local King's Studentship Committees, but the Committees constituted under this Minute shall come in place of the said local Committees as regards any responsibilities undertaken by the said local Committees towards Students in training, or towards officers employed in their instruction, and for that purpose each of the Committees now constituted shall receive from the corresponding local Committee any balance of funds derived from the grants of the Department remaining in the hands of the said local Committee at the said date.

9. In the event of the body of management of any existing Training College or Colleges resolving to demit its powers of management in favour of any of the Committees constituted under this Minute, and to transfer to the said Committee the College premises and equipment, the Committee shall have power to receive the same, and to pay therefore such purchase money or annual rent as may be agreed upon, provided always that no payment shall be made for the purchase or rent of any premises which are held in trust by the said body of management for the purpose of training teachers.

10. In the event of any such transference, the Committee shall be bound to take over the existing staff of the Training College or Colleges concerned on the terms of their present engagements, but shall be at liberty to dispense with the services of any officer upon giving due notice, provided always that in the event of its being resolved to dispense with the services of

any officer who has been employed on the staff of any College for a period of ten years or over, the Committee shall be bound to grant him such pension or retiring allowance as he might reasonably have looked for had he continued in the service of the transferring body of management.

11. When a Training College so transferred is the property of, or is held in trust by, the representatives of any Church or religious denomination, it shall be a condition of such transference that provision shall be made therein for religious instruction in accordance with the views of the said Church or denomination, to an extent not less than that which is at present customary in the College so transferred, which instruction may either be provided by the accepting Committee or the transferring Church or denomination as may be agreed between them, and further, where the accepting Committee undertake to provide such instruction on their own behalf, it shall be a condition that they also undertake to afford adequate facilities for the periodical inspection of the said instruction by duly accredited representatives of the transferring Church or denomination under conditions to be determined by the Department.

12. Where a Training College is transferred as set forth in the preceeding section, the accepting Committee shall co-opt, as fully privileged members, representatives of the said Church or denomination, as provided in the annexed Schedule.

13. Each local Committee shall appoint an executive officer who, subject to the instructions of the Committee, shall discharge the functions of Director of Studies and who, with such assistance as may be necessary, shall be responsible to the Committee for the due observance of the Committee's regulations as to the conduct of the students.

14. The Committee shall receive such grants as may be allowed by the Code in respect of students who fulfil the conditions prescribed by the Code for the receipt of Parliamentary Grants for the training of teachers (Articles 83–99 of the Code). Such further sum as may be required to balance the expenditure approved by the Department shall be provided from the balance of the grant remaining undistributed under Article 3 of Their Lordships' Minute of 25th April, 1904. (See Appendix to this Minute.)

15. Before the 1st October in each year or such other date as the Department may from time to time determine, each Committee shall submit to the Department an estimate of their expenditure, whether capital or other, for the next financial year and no expenditure shall be incurred by the Committee till that estimate has been approved by the Department, nor shall any expenditure in excess of that estimate be incurred without the previous sanction of the Department.

16. So long as this Minute shall remain in force, members appointed or elected to serve on the several Committees under the provisions of the respective divisions of the annexed Schedule shall remain in office until such date as is fixed by the Department for the appointment and election of new Committees, provided that new Committees shall, so far as practicable and convenient, be appointed and elected once, and not oftener than once in every three years. Any casual vacancy caused by the death or resignation of any member shall be filled up according to the tenour of the respective divisions of the annexed Schedule by the body or bodies who appoint or elect such member.

17. The powers of the Committees under this Minute shall be exercised subject to regulations prescribed by the Department, and laid upon the table of both Houses of Parliament.

18. This Minute shall not come into force till it shall have been submitted to Parliament, and shall have lain on the table of both Houses for at least one calendar month, and all modifications of the same which may be proposed subsequently shall be submitted to Parliament in like manner.

SCHEDULE TO MINUTE.

St. Andrews.

(1) The Committee for the training of teachers in connection with the University of St. Andrews shall be constituted as follows:—

(2) Four members to be elected by the University Court of the University of St. Andrews, at least three of these to be chosen from among the members of the Senatus of that University, and at least one of the three to be a member of the teaching staff of University College, Dundee.

(3) One member representing the Dundee Technical Institute, to be appointed by the Governors of that institution.

(4) Three members representing the School Board of Dundee to be appointed by the said School Board.

(5) Three members, representing School Boards in the County of Fife* to be elected by the Chairman of the School Boards in the said county at a meeting convened for the purpose by His Majesty's Inspector for the District.

*This county is also represented on one or more of the Committees connected with other University centres.

(6) Four members, being two members representing School Boards in each of the counties of Perth* and Forfar* to be elected for each county in the manner aforesaid by the Chairmen of School Boards other than the School Board of Dundee.

(7) Two members, being one member representing School Boards in each of the counties of Stirling,* and Kinross and Clackmannan conjointly, to be elected for each county in the manner aforesaid.

(8) Two members representing the Managers of the more important Secondary Schools within the districts of the School Boards represented on the Committee, that is to say (*a*) those Secondary Schools which are in receipt of a grant under any Minute of the Department, and (*b*) those Secondary Schools under the inspection of the Department, which, although not in receipt of any such grant, have an average attendance of not less than 150 pupils, these members to be elected at a joint meeting convened for the purpose by His Majesty's Chief Inspector for the Southern Division and consisting of one representative from the Managers of each School.

(9) The members enumerated above shall constitute a provisional Committee which shall further co-opt as member three persons actively engaged in the work of education in Schools or Colleges within the Counties and Burghs represented on the Committee. The election of these members, of whom at least one shall be engaged in teaching in a School under the Code, and one in a Secondary School, shall be made by the provisional Committee after consideration of any representations that may be made to them on the subject by associations of teachers or by other bodies or individuals interested in the work of education.

(10) His Majesty's Chief Inspector of Schools for the Southern Division shall be the Department's assessor on the Committee, shall receive notice of all meetings of the Committee or of their Sub-Committees, and may take part in any proceedings of the Committee or their Sub Committees, except that he shall not be entitled to vote.

GLASGOW.

(1) The Committee for the training of teachers in connection with the University of Glasgow shall be constituted as follows:—

(2) Five members to be elected by the University Court of the University of Glasgow, at least three of these to be chosen from among the members of the Senatus of that University.

*These counties are also represented on one or more of the Committees connected with other University centres.

(3) Four members being, one member representing each of the following institutions, viz., the Glasgow and West of Scotland Technical College, the Glasgow School of Art, the Athenæum Commercial College, and the West of Scotland Agricultural College, each member to be appointed by the Governors of the institution he represents.

(4) Three members representing the School Board of Glasgow, to be appointed by the said School Board.

(5) Two members representing the School Board of Govan, to be appointed by the said School Board.

(6) Three members representing School Boards in the county of Lanark to be elected by the Chairmen of the School Boards in the said county, other than the School Boards of Glasgow and Govan, at a meeting convened for the purpose by His Majesty's Inspector for the District.

(7) Eight members, being two members representing School Boards in each of the counties of Ayr, Renfrew, Dumbarton, and Argyle, to be elected for each county in the manner aforesaid.

(8) Seven members, being one member representing School Boards in each of the counties of Kirkcudbright, and Wigton, and also of Dumfries,* Stirling,* Perth,* Inverness,* Ross,* to be elected for each county in the manner aforesaid.

(9) Three members representing the Managers of the more important Secondary Schools within the districts of the School Boards represented on the Committee, that is to say (*a*) those Secondary Schools which are in receipt of a grant under any Minute of the Department, and (*b*) those Secondary Schools under the inspection of the Department, which, although not in receipt of any such grant, have an average attendence of not less than 150 pupils, these members to be elected at a joint meeting convened for the purpose by His Majesty's Chief Inspector for the Western Division and consisting of one representative from the Managers of each School.

(10) The members enumerated above shall constitute a provisional Committee which shall further co-opt as members three persons actively engaged in the work of education in Schools or Colleges within the Counties and Burghs represented on the Committee. The election of these members, of whom at least one shall be engaged in teaching in a School under the Code and one in a Secondary School, shall be made by the provisional Committee after consideration of any representations that may be made to them on the subject by associations of teachers or by other bodies or individuals interested in the work of education.

(11) The provisional Committee shall further co-opt as members representatives of the Church or denomination which

*These counties are also represented on one or more of the Committees connected with other University centres.

has been responsible for the management of any Training College which is to be transferred to their charge, the number of members so co-opted being settled by agreement, or, in the case of a difference of opinion, by reference to the Department.

(12) His Majesty's Chief Inspector of Schools for the Western Division shall be the Department's assessor on the Committee, shall receive notice of all meetings of the Committee or of their Sub-Committees and may take part in any proceedings of the Committee or their Sub-Committees, except that he shall not be entitled to vote.

ABERDEEN.

(1) The Committee for the training of teachers in connection with the University of Aberdeen shall be constituted as follows:—

(2) Five members to be elected by the University Court of the University of Aberdeen, at least three of these to be chosen from among the members of the Senatus of that University.

(3) Two members, being one member representing each of the following institutions, viz., Robert Gordon's College and the North of Scotland Agricultural College, each member to be appointed by the Governors of the institution he represents.

(4) Three members representing the School Board of the Burgh of Aberdeen, to be appointed by the said School Board.

(5) Three members representing School Boards in the county of Aberdeen to be elected by the Chairmen of the School Boards in the said county, other than the School Board of the Burgh of Aberdeen, at a meeting convened for the purpose by His Majesty's Inspector for the District.

(6) Fourteen members, being two members representing School Boards in each of the counties of Kincardine, Banff, Elgin and Nairn conjointly, Inverness,* Ross,* Sutherland, Caithness to be elected for each county in the manner aforesaid.

(7) Three members, being one member representing School Boards within each of the counties of Forfar,* Orkney and Shetland respectively, to be elected for each county in the manner aforesaid.

(8) One member representing the Managers of the more important Secondary Schools within the districts of the School Boards represented on the Committee, that is to say (*a*) those Secondary Schools which are in receipt of a grant under any Minute of the Department, and (*b*) those Secondary Schools

* These counties are also represented on one or more of the Committees connected with other University centres.

under the inspection of the Department, which, although not in receipt of any such grant, have an average attendance of not less than 150 pupils, this member to be elected at a joint meeting convened for the purpose by His Majesty's Chief Inspector for the Northern Division and consisting of one representative from the Managers of each School.

(9) The members enumerated above shall constitute a provisional Committee which shall further co-opt as members three persons actively engaged in the work of education in Schools or Colleges within the Counties and Burghs represented on the Committee. The election of these members, of whom at least one shall be engaged in teaching in a School under the Code and one in a Secondary School, shall be made by the provisional Committee after consideration of any representations that may be made to them on the subject by associations of teachers or other bodies or individuals interested in the work of education.

(10) The provisional Committee shall further co-opt as members representatives of the Church or denomination which has been responsible for the management of any Training College which is to be transferred to their charge, the number of members so co-opted being settled by agreement, or, in the case of a difference of opinion, by reference to the Department.

(11) His Majesty's Chief Inspector of Schools for the Northern Division shall be the Department's assessor on the Committee, shall receive notice of all meetings of the Committee or of their Sub-Committees, and may take part in any proceedings of the Committee or their Sub-Committees, except that he shall not be entitled to vote.

NOTE.—Should it eventually be found expedient to establish a centre of training at Inverness, a separate Committee may be formed of representatives of School Boards in the North Highland Counties with the addition of representatives from two or more of the Universities and from recognised central institutions.

EDINBURGH.

(1) The Committee for the training of teachers in connection with the University of Edinburgh shall be constituted as follows:—

(2) Five members to be elected by the University Court of the University of Edinburgh, at least three of these to be chosen from among the members of the Senatus of the University.

(3) Two members, being one member representing each of the following institutions, viz., the Heriot-Watt College and the

Edinburgh and East of Scotland Agricultural College, each member to be appointed by the Governors of the institution he represents.

(4) Three members representing the School Board of Edinburgh, to be appointed by the said School Board.

(5) One member representing the School Board of Leith, to be appointed by the said School Board.

(6) Eight members, being two members representing School Boards in each of the counties of Linlithgow, Edinburgh, Roxburgh, and Berwick respectively, to be elected by the Chairmen of the School Boards in each of the said counties, other than the School Boards of Edinburgh and Leith, at meetings convened for the purpose by His Majesty's Inspector for the District within which each of the said counties lies.

(7) Six members, being one member representing School Boards within each of the counties of Haddington, Peebles, Selkirk, and also of Fife,* Dumfries* and Stirling*, respectively, to be elected in the manner aforesaid.

(8) Three members representing the Managers of the more important Secondary Schools within the districts of the School Boards represented on the Committee, that is to say (*a*) those Secondary Schools which are in receipt of a grant under any Minute of the Department, and (*b*) those Secondary Schools under the inspection of the Department, which, although not in receipt of any such grant, have an average attendance of not less than 150 pupils, these members to be elected at a joint meeting convened for the purpose by His Majesty's Chief Inspector for the Southern Division and consisting of one representative from the Managers of each School.

(9) The members enumerated above shall constitute a provisional Committee which shall further co-opt as members three persons actively engaged in the work of education in Schools or Colleges within the Counties and Burghs represented on the Committee. The election of these members, of whom at least one shall be engaged in teaching in a School under the Code and one in a Secondary School, shall be made by the provisional Committee after consideration of representations made to them by associations of teachers or by other bodies or individuals interested in the work of education.

(10) The provisional Committee shall further co-opt as members representatives of the Church or denomination which has been responsible for the management of any Training College which is to be transferred to their charge, the number of members so co-opted being settled by agreement, or, in the case of a difference of opinion, by reference to the Department.

* These counties are also represented on one or more of the Committees connected with other University centres.

(11) His Majesty's Chief Inspector of Schools for the Southern Division shall be the Department's assessor on the Committee, shall receive notice of all meetings of the Committee or of their Sub-Committees and may take part in any proceedings of the Committee or their Sub-Committees, except that he shall not be entitled to vote.

APPENDIX TO MINUTE OF 30TH JANUARY, 1905.

MINUTE OF THE COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND, dated the 25th April, 1904, providing for the Distribution of the General Aid Grant.

At Dover House, Whitehall, the 25th day of April, 1904.

BY THE LORDS OF THE COMMITTEE OF HIS MAJESTY'S MOST HONOURABLE PRIVY COUNCIL ON EDUCATION IN SCOTLAND.

Resolved :—

* * * * * *

3. That the balance of the sum voted, after providing for the foregoing payments, shall be carried to a suspense account, to be distributed according to the provisions of further Minutes of the Department, to be by Them laid before Parliament.

COMMITTEES FOR THE TRAINING OF TEACHERS.

MEMORANDUM.

The object which the Secretary for Scotland has in view in establishing Committees for the training of teachers under the provisions of the accompanying Minute*, is to enlarge and improve existing facilities for the training of teachers.

In doing so, he desires at the same time to ensure that that training shall be brought into as close connection with the University organisations as the attainments of the students upon entering admit of, and to provide means whereby School Boards and others directly interested in the question of the supply of teachers shall be in a position to secure due consideration for their views.

The Secretary for Scotland recognises to the full the value of the services rendered to the country by various Church organisations, in the administration of funds for the training of teachers in the case of the existing Training Colleges. The Minute, therefore, makes no change necessary in the position of these Colleges, but it provides a means whereby transference of management to the newly constituted Committees may be easily effected under adequate guarantees for the continuance of the religious instruction at present given in these Colleges.

DOVER HOUSE, WHITEHALL, S.W.

30*th January*, 1905.

* See preceding pages.

MINUTE.

MINUTE of the COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND, dated the 16th February, 1905, providing for the Distribution of the General Aid Grant.

At Dover House, Whitehall, the 16th day of February, 1905.

BY THE LORDS OF THE COMMITTEE OF HIS MAJESTY'S MOST HONOURABLE PRIVY COUNCIL ON EDUCATION IN SCOTLAND.

Resolved:—

1. That out of the sum voted by Parliament as a General Aid Grant to Schools in Scotland for the year ending 31st March, 1906, payments shall be made in aid of the provision of a properly qualified staff as follows:—

(*a*) To each School with an average attendance of 60 or under, on the staff of which, in addition to the principal (certificated) teacher, at least one other teacher having the qualifications prescribed by Article 79 of the Code (or any higher qualifications) shall have been employed for not less than six months of the school year ending between 28th February, 1905, and 31st January, 1906, a sum of £40.

(*b*) To each School with an average attendance of 100 or under, in which, in addition to the principal (certificated) teacher, at least two other teachers with the qualifications described above shall have been so employed, a sum of £30.

(*c*) To each School with an average attendance of 150 or under, in which, in addition to the principal (certificated) teacher, at least three other teachers with the qualifications described above shall have been so employed, a sum of £20

The foregoing payments shall be increased by the sum of £10 in each case in which the minimum additional staff stipulated for as above comprises at least one certificated teacher, or, in the case of Schools with an average attendance of over 100, two certificated teachers.

The average attendance referred to in each of the foregoing sub-sections shall be the average attendance upon which Annual Grant is payable for the school year ending between 28th February, 1905, and 31st January, 1906, inclusive.

The foregoing payments may be withheld or reduced in cases where it is not shown to the satisfaction of the Department that the staff stipulated for has been employed during the whole time the school is open, or where the grant as aforesaid would exceed the expenditure incurred in providing the additional staff.

For the purposes of this Minute the Higher Grade Department of a School shall not be reckoned as a separate School.

Where in any year the average attendance exceeds by not more than 5 one or other of the numbers specified in the foregoing sub-sections, the grant shall nevertheless be paid, as if this number were not exceeded, in those cases in which it is shown that the average of the three preceding years is less than the number specified.

2. That there shall be distributed to School Boards and to School Managers in respect of the day schools under their management, which are on the list of Schools conditionally entitled to share in the Parliamentary Grant for Education (35 and 36 Vict., cap. 62, sec. 67), a sum calculated at the rate of 3s. per child in average attendance in each School upon which Annual Grant is payable for the school year ending between the 28th February, 1905, and the 31st January, 1906, inclusive.

The various grants under the foregoing Sections 1 and 2 shall in each case be conditionally payable with the Annual Grant for the school year ending within the period named.

3. That payments may be made, not exceeding £1,500 in all, to those School Boards in the Highlands and Islands which are under the Department's Minute of 4th March, 1895, towards the cost of new buildings, or of the repair and upkeep of existing buildings, or for other like purposes, in respect of the schools within the districts of such School Boards.

4. That payments may be made to the Committees established under Their Lordships' Minute of 30th January, 1905, of such sums as shall be required to meet the expenditure incurred by them with the approval of the Department in the training of teachers under the provisions of the said Minute, deduction being made of any grants received by them in terms of Articles 83–99 of the Code.

5. That the balance of the sum voted, after providing for the foregoing payments, shall be carried to a suspense account, to be distributed according to the provisions of further Minutes of the Department, to be by Them laid before Parliament.

MEMORANDUM.

This Minute renews the provisions of Their Lordships' Minute of 25th April, 1904.

It further provides:

For the distribution of a sum not exceeding £1,500 to certain School Boards in the Highlands and Islands in terms of Their Lordships' Minute of 4th March, 1895; and

For the payment of the expenses of the Committees for the training of teachers established under Their Lordships' Minute of 30th January, 1905, in so far as these expenses are not met by the grants under the Code.

CIRCULARS.

PHYSICAL EXERCISES FOR SCHOOLS.

(Circular to School Boards and School Managers.)

Scotch Education Department, C. 380.

4th August, 1904.

SIR,

I am to direct the attention of your Managers to the report of the Inter-departmental Committee on Physical Exercises for Schools which has been issued lately, and also to the handbook of Exercises for use in Schools which has been prepared in accordance with the recommendations of the Committee. Both these documents are on sale by the Stationery Office, and copies may be procured either directly or through any bookseller from EYRE & SPOTTISWOODE, East Harding Street, Fleet Street, E.C., and 32, Abingdon Street, Westminster, S.W.; or OLIVER & BOYD, Edinburgh; or E. PONSONBY, 116, Grafton Street, Dublin. A specimen copy of the handbook is enclosed herewith.

I am to direct attention particularly to Paragraphs 5–8, and also to Paragraphs 13, 14, and 16 of the Report, and to express the hope that your Managers will give early and earnest consideration to the recommendations of the Committee as regards their bearing upon the course of instruction in Physical Exercises actually in use in the Schools under the charge of your Managers. Their Lordships are in communication with Training College Authorities as to the steps to be taken to secure in the future a supply of teachers fully qualified to give instruction in the Course recommended by the Committee, but meantime, for reasons stated by the Committee, They do not think that any great difficulty will be experienced as a rule in at once bringing courses which have been previously sanctioned by the Department into reasonable conformity with that now recommended. Where any difficulty is felt, the Department will have no objection to a continuance of the present scheme, for such time as may be necessary in order that teachers charged with this part of the instruction may have an opportunity of making themselves acquainted with the principles on which the present course is constructed, and becoming familiar with any details of exercises not included in their present course. Alternatively, They would be prepared to sanction a gradual transition, a beginning of the new course being made in the Classes of the infants and junior divisions only, though Managers should carefully consider whether this plan would not really involve unnecessary labour on the part of the teachers.

In any case it is desirable that all teachers entrusted with this part of the work should study carefully the considerations which should regulate the conduct of Physical

Exercises as explained in the "Introduction" to the syllabus, and should also put in practice without delay those simple exercises referred to in Paragraph 17 of the introduction as recreative exercises.

It is further recommended that where possible a system of taking physical measurements of the children at regular intervals should be instituted.

I have, etc.,

H. CRAIK.

FRENCH AND SCOTTISH STUDENT TEACHERS.

(Circular to Training Colleges and Secondary and Higher Grade Schools.)

Scotch Education Department, C. 381.

1st February, 1905.

SIR,

The French Government recently established a system under which a number of young teachers in Secondary Schools in England and Scotland may be attached for a year to certain French Lycées. The authorities of the French Ministry of Public Instruction are most anxious to extend the scheme, and to find similar opportunities in suitable Secondary and Higher Grade Schools in England and Scotland for young graduates who will afterwards be employed in French State Schools.

The French Government last year approached the Scotch Education Department with a view to obtaining their assistance. In the opinion of the Department the proposal has much to recommend it, and, provided that proper care be exercised in the selection of the candidates and in the arrangements made for their work, it is thought that the presence of such teachers on the staff of a School might add materially to the effectiveness of the French teaching.

In the majority of cases it will probably be found that the candidates have too little pedagogical experience to be entrusted under unfamiliar conditions with the continuous instruction of a class of pupils, and so to take a share in the ordinary work of the school. Modern Language instruction to be effective is now seen to demand a greater degree of continuity in teaching than was at one time thought necessary. But the higher the efficiency of the regular staff, the greater the benefit likely to accrue from supplementing its efforts in special directions. And there are many ways in which such a young foreign teacher might give valuable assistance. If he possesses the necessary tact, he will be readily consulted by his Scottish colleagues who are responsible for the regular instruction; for them he will be

a ready work of reference and a court of appeal on points of disputed usage. His main usefulness will, however, lie in the direction of immediate contact with the pupils in order to develop their power of conversation. In the ordinary class work the conversational aim must always be strictly subordinate to the instructional; and the limits of the time-table will hardly ever more than suffice for the methodical acquisition of that organised knowledge and effective command of the language which it is the aim of the instruction to secure. For this side of the work there would be little advantage to be derived from the substitution of a young foreigner for the experienced native teacher, nor would the French Government consider the conditions as satisfactory where a definite share in this instruction was assigned to the assistant. Such an arrangement would not only impose on him a very considerable amount of preparation and curtail too largely his own opportunities for study, but it would also divert his energies from their proper sphere—viz., the development of the conversational powers of the boys.

To this end he should be employed to conduct small "conversation groups" of five or six pupils. Attendance at these exercises should be quite voluntary and should be regarded as a privilege, and in some measure as a reward for good progress in the ordinary class work. In these groups the work should be made as little formal as possible. It should be constantly borne in mind that it is not intended to convey to the pupils fresh knowledge, nor even, primarily, to practise them in that which they have already acquired. The chief object is to induce them to talk rapidly on subjects within their grasp in a manner which is not possible in the class-room.

Not more than two hours' work a day is to be demanded of such assistants. The rest of their time should be at their own disposal. They may be encouraged to take part in the games and sports of the school, if they show any aptitude in this direction and express willingness to exercise it; but such participation should not be expected of them. With regard to their own reading, they should feel at liberty constantly to consult the Headmaster or any member of the Staff who may be recommended to them for this purpose; and care should be taken to point out to them all educational facilities (such as lectures at Universities and elsewhere) which are likely to prove useful.

Though these assistants are not members of the staff, their services will necessitate some remuneration. In Boarding Schools it might be possible to make arrangements whereby they should be boarded and lodged in one of the Boarding Houses. In the great majority of Scottish schools, however, such an arrangement is not possible. In Day Schools it would be necessary to offer such salary (say from £60—£75) as would cover the cost of board and lodging.

It is clearly understood that these assistants would be liable to dismissal on the same terms as the ordinary members of the

staff, though it is hoped that the power would not be exercised with these teachers—whose appointment is only for a year, at any rate during the initial stages of this experiment—except in cases of grave breach of the rules or comity of the school, and that Managers would be prepared in such cases to make a report upon the matter to the Department for transmission to the French Ministry.

It will be of great assistance to the ultimate success and spread of a movement which it is believed may be of great value for the teaching of Modern Languages in both France and Scotland, if Managers who are willing to make this experiment in a sympathetic spirit would submit a frank report at the close of the year upon the results that have been obtained, dealing with the difficulties that have occurred and with the conditions that should in their opinion be fulfilled if the best use is to be made of these assistants. These reports would of course be treated as strictly confidential by the Department and by the French Ministry of Public Instruction.

As will be gathered from the foregoing remarks, the employment of men students in schools for boys is chiefly contemplated, but similar benefits might be expected to follow from the employment of women in the same capacity in Girls', or even in Mixed schools, and applications for the services of duly qualified women will also be received and transmitted to the French Government.

It should be added that my Lords will be prepared to recognise the salaries paid to such assistants as part of the expenditure of the school which is reckoned for the purpose of a Grant under the Minute of the 27th April, 1899.

Managers of Secondary or Higher Grade Schools who desire to avail themselves of the services of French speaking assistants in the manner indicated above, during the session, 1905–6, are requested to communicate with the Assistant Secretary, Scotch Education Department, Chambers Street, Edinburgh, informing him of the number of Assistants required, and of the remuneration which it is proposed to offer. It is important that all applications for the ensuing session should be received at an early date, if possible not later than May 15th.

I have, etc.,

J. STRUTHERS.

(*Circular as to Scottish Assistants in French Lycées.*)

Scotch Education Department, C. 382.

1st February, 1905.

SIR,

The French Government recently initiated a scheme under which a number of young teachers in Scottish Secondary

Schools may be employed in French Lycées and Colleges for the space of one year as temporary assistants.

Though not taking any part in the regular instruction of the pupils, such assistants will be regarded in all other respects as the colleagues of the Professeurs. They will be lodged and boarded at the institution to which they are attached. Each will have a room to himself and they will take their meals with the répétiteurs.

Their main duty will be to conduct small conversation groups of five or six pupils. This work is to be made as little formal as possible. It should be constantly borne in mind that it is not intended to convey to the pupils fresh knowledge, nor even, primarily, to practise them in that which they have already acquired. The chief object is to induce them to talk rapidly on subjects within their grasp in a manner which is not possible in the class room.

The assistant should himself possess a good English accent, free from peculiarities, and he should take special care to secure proper intonation of the sentence from his pupils. As an example of the kind of difficulty which the French student experiences it may be mentioned that while in the English sentence there is a strong and clearly graduated word stress, in the French sentence the word stress is level, and also that while in English the pitch is generally lowered at the end of an affirmative sentence, in French it is raised in a manner analogous to that of an English question.

Occasionally the Scottish assistant may be asked by a Professeur to give lessons of pronunciation to his class, and indeed much of his usefulness will depend upon his relations with the Professeur. He may probably find opportunities to make tactful suggestions to the Professeur with reference to the pupils who have come under his notice.

The assistants will have no supervision duty, though they may be encouraged to direct the games of some of the boys and teach them the English terminology. But this is always to be considered as voluntary, and is not an essential feature of the scheme.

Outside the stated hours of work (about two hours daily) the assistant is left perfectly free, and he will have ample opportunity for pursuing his own studies in French. The Proviseur of the Lycée is instructed to give him every possible assistance in this direction.

Although the employment of men students in schools for boys is chiefly contemplated, applications from duly qualified women for posts in girls' schools will also be received and transmitted to the French Government.

Candidates for such posts should preferably be graduates of some British University. If they desire their claims to be

considered with a view to employment during the Session, 1905–6, they should forward their applications, *not later than April 30th*, to the Assistant Secretary, Scotch Education Department, Chambers Street, Edinburgh, enclosing testimonials as to character, capacity and teaching experience, as well as a medical certificate of health. It will also be necessary for certain of the candidates whose qualifications are otherwise found to be satisfactory, to have a personal interview with a representative of the Department. Intimation will be made accordingly to selected candidates in due course.

I have, etc.,

J. STRUTHERS.

GERMAN AND SCOTTISH STUDENT TEACHERS.

MEMORANDUM.

In view of the probable early conclusion of an arrangement with Prussia similar to that now subsisting with France, the Assistant Secretary, Scotch Education Department, Edinburgh, would be glad to receive, before June 15th, applications from suitable Candidates for employment in Schools in Prussia, and, before July 15th, applications from Managers for duly qualified German speaking Assistants on the footing described in their Lordships' Circular Letter No, 381, dated 1st February 1905, with reference to the employment of French speaking Assistants. Copies of Circulars 381 and 382 are enclosed herewith.

Scotch Education Department,
15th May 1905.

STONE-THROWING AT TELEGRAPHS.

(*Circular to certain School Boards and School Managers.*)

Scotch Education Department, C. 132.
8th February, 1905.

SIR,

His Majesty's Postmaster-General has called the attention of this Department to the wanton injury occasioned to the telegraph lines in this district by throwing stones at the insulators of telegraph wires, and to which so much damage has recently been done that the Postmaster-General is compelled to put the law in force against offenders.

It is found that whilst most of the damage is caused by mischievous persons, much of it is caused by school children who do not think they are doing any great harm, and are not perhaps aware that they render themselves liable to imprisonment, and possibly to flogging.

My Lords feel confident that the Managers and Teachers of Schools will be willing to give their assistance in endeavouring to put a stop to this practice, and in most seriously cautioning the children in attendance against stone-throwing at telegraph wires and insulators, Their Lordships trust you will impress upon them the determination of the Postmaster-General to prosecute in all cases of wilful damage thereto. The serious public inconvenience and indeed danger resulting from a sudden interruption of the telegraph service in remote rural and especially sea-board districts should be explained to the children.

With a view to making the gravity of this practice more generally known, they would be glad if you would be so good as to exhibit, in a conspicuous place in your school, the enclosed notice from the Postmaster-General.

I have, etc.,
J. STRUTHERS.

(*Enclosure to Circular* 132.)

E. R.

CAUTION.

STONE THROWING.

Throwing stones at Telegraph Poles, Insulators (Cups) and Wires is an offence against the law, and those who mischievously throw stones at them may be sent to prison.

If the telegraphs are damaged, messages are delayed and the consequences of such delay may be very serious.

BY ORDER OF THE POSTMASTER GENERAL.

General Post Office,
December, 1904.

CLOSING OF SCHOOLS ON ACCOUNT OF EPIDEMIC SICKNESS.

M. 131.

My Lords desire to call the attention of Managers, especially of rural schools, to an addition which has been made to the footnote to Article 19 in the Scotch Code of 1905. It reads thus:—

> "If a section only of the School has been closed under medical authority, the average attendance may be calculated separately for that section, the proportionate reduction [in the required number of School Meetings] specified under this footnote being made from the number of meetings in

respect of the section so closed, and the average attendance for the rest of the School being calculated in the ordinary way."

It is to be kept in view that a School, or any part thereof, is to be closed on account of epidemic sickness only on the express authority of a duly qualified medical officer, or on a requisition in terms of Article 30 of the Code.

Under the footnote to Article 19 of the Code, as now amended, it will be possible to close only such section of a School as may be affected, without fear of loss of grant on account of such closure.

It should be specially kept in mind that if only a single section of the School is required to be closed that section alone ought to be closed.

April, 1905.

SUPERANNUATION (SCHOOL TEACHERS).

[RULE amending RULES 28 to 30 of the SCHOOL TEACHERS SUPERANNUATION RULES (SCOTLAND), 1899.]

ELEMENTARY SCHOOL TEACHERS (SUPERANNUATION) ACT, 1898.

Under the powers conferred by Sections 6 and 12 (1) of the Elementary School Teachers (Superannuation) Act, 1898, We, being two of the Lords Commissioners of His Majesty's Treasury, acting in conjunction with the Scotch Education Department, hereby enact as follows, viz. :—

The following rule shall have effect under the Elementary School Teachers (Superannuation) Act, 1898 :—

(1) The Treasury may by order direct that the Paymaster-General shall, for all or any purposes, be substituted for the Treasury in Rules 28 to 30 of the School Teachers Superannuation Rules (Scotland), 1899; and while any such order is in operation, those rules shall be construed as if for the purposes mentioned in the order that substitution took effect.

(2) This rule may be cited as the School Teachers Superannuation Rule (Scotland) 1905, and shall be construed together with the School Teachers Superannuation Rules (Scotland), 1899.

(Signed) H. W. FORSTER.
BALCARRES.

SCOTCH EDUCATION DEPARTMENT.

A selection of Circular Letters of the Scotch Education Department 1898—1904, with Explanatory Memorandum.

PREFATORY NOTE.

It has frequently been suggested that, for the better understanding of the general aims of the Department and for convenience in the discussion, either of existing regulations, or of new legislative proposals, it would be desirable that the principal Circular Letters of the Department should be issued in a form easy for reference, and with such explanation as might enable those not conversant with technical details to understand the general policy pursued. It is with this purpose that I have had this collection of Circular Letters prepared, prefaced by an Explanatory Memorandum.

The selected documents are not merely incidental to the ordinary routine of administration, but are those which possess special significance as reflecting that very important stage in the organisation of Education in Scotland which is marked by the tenure of office of my predecessor, Lord Balfour of Burleigh, especially the period from 1898 to 1903.

The period thus closely associated with the name of Lord Balfour has been a very critical one in the history of Scottish Education, and the results of his administration must remain, whatever further developments may now lie before us, as a contribution of great and permanent value to the cause of efficient and enlightened educational organisation.

The Memorandum deals with this period alone and does not attempt to discuss any of the proposals for administration contained in the Education Bill of this Session.

A. GRAHAM MURRAY.

May, 1904.

EXPLANATORY MEMORANDUM.

On April 1st, 1898, the administration of Science and Art grants in Scotland was handed over to the Scotch Education Department. This brought the whole field of Scottish education (outside the Universities) within its purview, and enabled Their Lordships to set about the construction of a complete and well-articulated system of national education, at once wide enough and elastic enough to meet the needs of all classes. The changes which They made with this end in view were first given to the public in a series of circulars and minutes, extending over more than five years, but all directed towards this one object, and all inspired by a few simple principles. What these principles were will, it is hoped, become clear now that these circulars are brought together in one volume. Introductory.

The nature of Their Lordships' task will be best appreciated by considering separately the subjects of (1) Elementary Education, (2) Intermediate Education, (3) Secondary Education, (4) Continuation Classes, and (5) the Training of Teachers, starting in each case with the state of things which existed prior to 1898, and showing the progress that has been made up to this date.

I.—ELEMENTARY EDUCATION.

Elementary education prior to 1898, might have been defined as "education up to the Sixth Standard"—a stage which the average pupil could reach without much difficulty by the age of 13. What provision existed for those who had passed this Standard will be shown in the next section; but first it has to be noted that even this moderate level was never attained by many pupils. For by the regulations then in force the inspector was obliged to examine every child in Standards III. and V. as for a Labour Certificate, which carried with it, in the former case partial, in the latter complete, exemption from further attendance at school. Many parents in quite good circumstances took advantage of an exemption which was not meant for them, with the result that in many quarters, especially in the great manufacturing towns, the Fifth Standard came to be looked on as the natural end of a child's school course. Plainly no general improvement was possible till this leak was stopped. Accordingly, by a Minute of 16th May 1898, Their Lordships completely divorced and separated the Labour Certificate from the ordinary annual inspection, and made it known that parents who desired such a certificate for their children must make individual application through the School Board. This had a most salutary effect. As soon as it came to be understood that the Labour Certificate was not meant to be taken advantage of by those who were in good circumstances, it fell into discredit and

Extent of elementary education prior to 1898.

First step towards improvement.

Altered arrangement as to presentation for Labour Certificate.

the attendance in the higher classes went up by leaps and bounds. It is true that the Merit Certificate, which will be mentioned presently, continued to confer exemption as a matter of right and not as a concession to necessitous circumstances; but it could not be obtained without at least another year's attendance, and in fact, in the absence of any regular provision for further instruction in ordinary schools, teachers and inspectors tended to push the standard up towards the statutory age of 14. Finally, by the Education (Scotland) Act of 1901, exemption by examination was abolished altogether, and School Boards were invested with the power of exempting children over 12 whose circumstances justified exemption. How scrupulously this power has been wielded by the best Boards may be judged from the fact that the School Board of Glasgow, with 100,000 children under its charge, granted only 235 exemptions during the first year of the Act's operation. This Act conferred another benefit on poor children by further limiting casual employment after school hours; and, finally, the Employment of Children Act of the same year empowered Boards to pass byelaws regulating the employment of children at any time of the day.

Exemption by examination abolished by Education (Scotland) Act, 1901.

Former conditions of instruction, inspection, and payment of grants.

The same circular (No. 223) which explained the new procedure as to Labour Certificates also foreshadowed those comprehensive changes in the elementary curriculum, the methods of inspection, and the payment of grants, which were to be embodied in the Code of 1899. Hitherto the elementary curriculum had consisted of a large number of subjects, many of which were optional, and the grant was made up of a large number of items, most of which were variable. For every subject in every class a rigid scheme of work was laid down, which must be followed in the "elementary subjects" (reading, writing and arithmetic), and was generally followed in all. At the end of the year every class was examined in every subject on the work thus prescribed, and on its performance at this single examination the rate of grant depended. Even on financial grounds this plan was objectionable. The grant earned by any school might vary from year to year while the expenditure remained constant. This could not be considered fair. When, as under the system prevalent in this country, a large share of the expenditure falls on the local authorities, they should be able to count on a fairly constant measure of State aid, so long as they maintain their schools in a reasonable state of efficiency. The educational objections were still more serious. The curriculum was sometimes too narrow and one-sided; sometimes it was over-weighted with "specific subjects." Even music and drill were optional; science figured only as an optional subject for boys, and drawing received no recognition from the Scotch Education Department at all. Drawing grants might indeed be earned from the Science and Art Department, but only the larger Boards, as a rule, included this subject in their time-tables. The fixed schemes of work left no room for the teacher's initiative,

Their imperfections.

Even had these schemes been perfect, a teacher had no such parental interest in them as he would have had in a scheme of his own invention. Finally, the pressure of the annual examination, while doubtless securing a degree of efficiency, was fatal alike to free teaching and to free classification. Theoretically a child might be advanced more than one Standard in a year; but the passing over of a Standard meant a huge leap; and as it was more profitable that a boy should do excellently in Standard IV. than merely well in Standard V., there was every temptation to keep him in the lower Standard, even when he had ceased to profit by it. In fact it was frequently found that the better pupils had covered the whole year's work long before the end of the session, and marked time for weeks or months while the teacher drilled the dullards to a state of mechanical perfection, which vanished as soon as the inspection was over. Accuracy was all-important. So in arithmetic the pupils were practised incessantly in working long strings of stereotyped examples; in history and geography, where a certain period or a certain country was prescribed for each year, memory work overshadowed intelligence.

Important changes introduced.

For this system of variable grants, promiscuous curricula, and standard examinations, Their Lordships substituted (1) a fixed grant, (2) an organically connected curriculum, and (3) a single comprehensive examination at the end of the whole school course.

(1). The first of these reforms had already been introduced in tentative fashion in earlier Codes, particularly in the payment of grants for manual instruction, a subject which was added to the Code of 1898 when Science and Art grants were entrusted to the Scotch Education Department. Provided that an approved course was given by a qualified instructor in suitable premises, a uniform grant was paid on the basis of attendance. This principle was now extended. A small variable margin was left, whereby the inspector might distinguish special excellence or stigmatize inferiority; but this margin was not so large as to disturb the school accounts materially. Serious deductions were treated as penalties to be reserved for serious offences.

A fixed Grant.

It is interesting to note that in abolishing payment by results Their Lordships were not introducing a new principle but reviving an old one. Payment by results was an innovation of the "Revised Code." It was needed, no doubt, in its day, to secure a modicum of efficiency in all schools, but by 1898 it had served its purpose, and Their Lordships felt Themselves free to return to the original principle, viz., that Parliamentary grants were not rewards for successful teaching but aids to local effort. At the same time, Their Lordships hold with equal firmness that (except in distinctively State institutions) Imperial aid should supplement, but not supersede, local effort, and They believe that the new mode of inspection, while leaving a free hand to the local authorities, yet guards against waste of public money better than the old system ever did.

An organically connected Curriculum.

(2). In 1898 drawing had been recognised by the Scotch Education Department, and the list of elementary subjects was complete. These were now organised into a true elementary course which provided not only for the instruction of the children in the statutory subjects of reading, writing and arithmetic, and in such recognised auxiliary subjects as would promote intelligence, observation, and self-expression, but for their systematic training in morals and manners and in manual and recreative exercises. Special emphasis was laid on correct speaking; and nature knowledge, which replaced elementary science, served to counterbalance mere book-learning. Such a curriculum, Their Lordships believed, would help to develop every side of a child's nature, and to cultivate his moral and physical no less than his intellectual powers. In order to counteract the tendency to regard the acquisition of knowledge as the end-all of school work, Their Lordships thought it desirable in subsequent circulars to lay special stress upon the importance of physical education (Circular No. 279) and of moral training (Circular No. 347), while in paragraph 6 of Circular No. 374, They summed up Their view of the object of school training as preparation for good citizenship in the widest sense of the term.

(3). But though the constituents of the curriculum were thus fixed, and the limits of the various subjects broadly indicated, no definite scheme of work was laid down in any subject, drawing and needlework excepted. Instead of this every teacher was asked to submit a scheme of work showing what he proposed to do, and to keep a record showing what he had actually done. This made possible a complete change in the method of inspection, the key to which will be found in the new regulations for the Merit Certificate.

Change in the method of inspection.

The Merit Certificate.

For some years before 1898, the Department had issued a Certificate of Merit to pupils over 13, who had passed all the Standards and reached a certain stage in "specific subjects." In 1898 the age was lowered to 12, and the reference to "specifics" disappeared. The Merit Certificate thus became simply a certificate of proficiency in elementary subjects. This Merit Certificate was now taken by Their Lordships and set up as the goal to which every pupil in an elementary school should aspire.

The requirements, defined in the broadest terms, were ability to read, write, speak, and understand plain English and to perform simple calculations. All intermediate standards were abolished, the teachers being required simply to bring up their pupils to this stage by proper gradations. The number of grades was left entirely to the teacher's option, and pupils might be promoted from grade to grade at any convenient term, irrespective of the date of the inspection. Any examination which was thought necessary at intermediate stages was based entirely upon the record of work done, and the inspectors were instructed to take into account such evidence of progress as was afforded by the teacher's own examinations, and by the written exercises of the children. For the Merit Certificat e

Methods of promotion and examination.

itself the prescription was, in a sense, absolute, and the examination in the elementary subjects was strictly individual, Their Lordships holding that these subjects must always remain the true kernel of the elementary course; but the whole scope of the curriculum was considered before Merit Certificates were issued to a school at all, and in the actual conduct of the examination pains were taken to discourage cram. The attempt was not entirely successful, and Their Lordships were contemplating a further advance in the direction of freedom when the Act of 1901 made a fresh departure necessary.

Drawing: Change in syllabus.

In the interval, however, an important change had been made in the drawing syllabus, by the introduction of free-arm drawing, the insistence on drawing from actual objects, and the encouragement of design. In this, as in all the other changes which have been mentioned, Their Lordships' aim was to make the instruction more real, and the conditions of teaching simpler, so as to give free play to the originality of pupils and teachers.

Education (Scotland) Act, 1901.

By the Act of 1901 the Merit Certificate ceased to be a certificate of exemption. It became necessary to devise a further course of instruction for the pupils who had attained that stage, and who were now obliged by statute to remain at school till they were 14. After full consideration Their Lordships put forward suggestions for such a course in Their circular letter (No. 374) of 16th February, 1903.

Suggestions for supplementary courses of instruction.

To judge properly of these suggestions, it is necessary to bear in mind the precise class of pupils for whose benefit they were intended. They were meant for pupils who had fairly completed a primary course, and did not desire a secondary course. Such boys and girls, Their Lordships thought, would employ the last year of their school-life better in consolidating the knowledge which they had already acquired and in giving it a practical turn towards those affairs of life on which they were about to enter than in adding to it a smattering of new subjects which they had no intention to pursue. Experience of evening schools had shown how soon school-learning vanishes in the years of adolescence, and every schoolmaster knows how hard it is to convince his pupils that what they learn in the class-room has any meaning in the street.

Their aim.

To lay a little more firmly the foundations of intelligent work, good citizenship, and rational enjoyment—these were the objects of the circular; and of these the last was not the least important. Even in the so-called practical subjects of the Sixth Schedule, Their Lordships' prime aim was educational: They sought not to anticipate the counting-house or the workshop so much as to awaken an interest in principles by showing their bearing on practice. The method appropriate to such a course is individual study under proper guidance rather than class teaching, and its success will be judged less by the information which the pupils have acquired than by the habits which they have formed of applying what they know, finding out what they wish to know, and expressing what they have found.

Examination prior to entering on course.

To the pupil who has completed such a course a Merit Certificate will be issued. To enter on the course he must pass a qualifying examination which follows the lines of the old Merit Certificate examination, but is narrower in its scope, inasmuch as another year's work in the elementary subjects is now secured. But the qualifying examination is not—and here the reforms begun in 1899 have been consummated—an examination of individual pupils by an external examiner. The teacher himself puts forward a list of such pupils as he thinks qualified, and files their written exercises in support of his opinion. The inspector simply tests that opinion by a scrutiny of the exercises or by such control examination as he may find necessary.

Changed duties of the Inspector.

It is important to point out here the complete change which this implies in the inspector's duties. Instead of examining individual pupils, scheduling results, and assessing grants thereon, he can now devote himself to watching the actual processes of instruction, comparing methods, scrutinising the curriculum and the machinery of classification, and discussing with managers, headmasters, or class-teachers the best means of increasing the efficiency of the schools under his charge.

II.—INTERMEDIATE EDUCATION.

Stepping-stones to secondary education.

Scotland is justly proud of those many sons of hers who passed straight from the parish school to the University. Nothing could be more alien to Their Lordships' purpose than to set up any barrier to the free rise of talent. Certainly this scheme of Supplementary Courses sets up no such barrier. These courses are not intended to replace or to rival secondary education. Pupils who mean to proceed to a course of secondary education should not enter on a Supplementary Course at all. They should be transferred, if possible, to a Higher Grade or Higher Class School at the age when the study of secondary subjects begins there. Owing to the general progress of education and the increasingly high standard of the University Preliminary Examinations, there is no longer the same possibility of direct transference from the parish school to the University as there was a generation ago. Nor, fortunately is there the same necessity for it. The great increase in the number of higher schools, in the facilities of travel, and in the provision of bursaries has naturally made these schools, in populous districts at least, the main road to the University. But in many country districts there is no higher school within reach. There the parish school must do the work if it is to be done at all. A secondary course must go on side by side with the Supplementary Course, the additional expense which this might entail on small schools being largely provided for under the Minute of 28th May, 1903. In the remoter schools, pupils might in this way be carried up to the stage of the Leaving

Special case of remote country schools.

Certificate. In schools less unfavourably situated, transference to a high school might still be possible, though at a somewhat more mature age than in urban districts. The difficulties which have hitherto attended such transference can be overcome only by regarding all the schools in a district as parts of one system, and by conforming the secondary work which may be done in elementary schools to the practice of the secondary school to which pupils will be transferred. On their part, too, the secondary schools might simplify the problem by modifying their curriculum, without any real loss to any class of pupils.

Difficulties of transfer, and their solution.

In all this there is a principle implied, which it may be well to state expressly, since it has guided Their Lordships in Their treatment, not only of Supplementary Courses, but of the class of schools which next falls to be considered. Their Lordships hold, then, that the various grades of education are not successive stages which can be superimposed one on another, but are, to some extent, parallel courses, resting on a common foundation, but crowned with different superstructures. This common foundation is the primary grade, ending about the age of 12 with such a knowledge of the fundamentals as the qualifying examination is meant to guarantee. Above this Their Lordships think that three types of further instruction may be defined—the Supplementary Course for pupils who leave school at 14, the Higher Grade School for pupils who stay on to 16, and the Higher Class School for those who remain to University age. The curriculum proper to each grade will depend partly on the length of school life, partly on the future occupations of the pupils. It was the great weakness of Scottish education in the past that, beyond the elements, only one type of education was generally recognised, and the work of pupils beyond the Standards was limited as a rule by the requirements of the University Arts curriculum.

Types of education.

Up to 1898 the gap between the Elementary and the Higher Class School was filled up with certain scraps of secondary subjects and of so-called practical subjects, to each of which a grant was attached. Their Lordships proceeded to organise these subjects into a curriculum, for which They offered a liberal fixed grant based on the attendance of pupils beyond the Merit Certificate stage. In this curriculum provision was made for drawing and a substantial grant was offered for experimental science, while true practical subjects like cookery and laundry work took the place of purely theoretical instruction in domestic economy. But the table of "specifics" was retained and the type of education remained in most cases essentially secondary. These courses were known as "Advanced Departments." The best of them were, in effect, more or less satisfactory substitutes for High Schools, and did good work on High School lines; the others gave at least a fragment of a High School education.

"Advanced Departments."

"Higher Grade" Schools.

But already (August 19th, 1898) by the commutation of Science and Art grants, Their Lordships had been enabled to put forward proposals for the creation of an entirely new type of school. These Higher Grade Schools, as they were called, were established by the Code of 1899. They were intended for pupils who remained at school up to the age of 16 or so, and who looked forward to a commercial or industrial rather than to a professional career. The curriculum was predominantly scientific or commercial, though general education was not neglected. Practical work in science was fostered by a liberal grant. The circular (No. 221) also promised a Leaving Certificate in practical science, and a general certificate which should testify to the successful completion of the full higher grade course, like the Merit Certificate in the Elementary School. The meaning of these promises will be more conveniently considered in the next section.

With the establishment of Supplementary Courses in 1903, Their Lordships felt justified in taking a further step. It seemed to Them that the needs of those pupils who left school at 14 were fully met by the Supplementary Courses, while pupils who remained to 16 might with advantage postpone specialisation in technical or commercial subjects to their last year, and thus clear the field for a fuller course of general education. The Advanced Department as a separate grade was therefore abolished altogether, and the larger Advanced Departments were offered the status of Higher Grade Schools on a well-balanced curriculum of general education, extending over three years, and leading up to the Intermediate Certificate. This curriculum comprises, on the one hand, English, history, geography, and languages; on the other, arithmetic, mathematics, science, and drawing. Realistic studies bulk more largely here than in the traditional secondary course; but by the operation of the new regulations for the Leaving Certificate Examination in mathematics (see page 257), it is hoped that these studies will be drawn together more compactly, and the literary side of the curriculum will receive the prominence which is its due. Pupils who have completed such a course may in a final year of study concentrate on technical or commercial subjects, and obtain a Technical or Commercial Certificate appraising their attainments in all subjects of the course. These certificates would form a passport from the intermediate Day School to the Central Institutions mentioned in Section IV. Many of the better equipped Advanced Departments have already accepted this curriculum, and it is hoped that it will gradually replace the earlier type of Higher Grade School altogether.

Curriculum leading up to the Intermediate Certificate.

III.—SECONDARY EDUCATION.

Higher Class Schools.

Higher Class Schools receive no grant under the Code. Such State-aid as they receive comes from four sources:—(1) The Customs and Excise Act of 1890, (2) and (3) the Local Taxation

Account Acts of 1892 and 1898, and (4) the grant for Science and Art instruction. The first of these sums is administered by the Town and County Councils; the second, by the Burgh and County Committees; the others, by the Department itself. The Town and County Councils give about two-thirds of their grant to education, but most of it goes to Continuation Classes and Teachers' Classes rather than to secondary education in Day Schools. The Burgh and County Committees apply their grants entirely to secondary education, but State-aided Schools participate as well as Higher Class Schools proper. To counterbalance this the Department excludes State-aided Schools from sharing in the third item. Their Lordships have used Their influence with Councils and Committees to prevent overlapping; and several of the Councils have been induced to entrust the distribution of their funds to the Committees. They have urged the Committees to strengthen central schools of proved efficiency rather than to dissipate their grants over all schools that were teaching secondary subjects in any shape or form. They have discouraged the assessment of grants by individual results, and in the allocation of the sum which remained in Their own hands have followed the principle already explained of aiding local effort rather than of rewarding individual success.

Sources of their State-aid.

But it is chiefly by means of the Leaving Certificate Examination and, in a lesser degree, by Their administration of the grants transferred from the Science and Art Department that Their Lordships have been able to influence the Higher Class Schools. Many of these schools had eked out their scanty revenues by presenting pupils for examination by the Science and Art Department. It may be suspected that the need to earn a grant was sometimes the main motive for the study of science, and the grant earned the most tangible result. The method of payment on fixed examination in separate subjects lent itself to this. Grants were at first paid simply for individual successes; but by 1898 this system was generally abandoned except for Honours, and in other stages the grant was calculated on attendance. But the rate of grant varied within wide limits according to the results of examination. The South Kensington Department did inestimable service to the country by diffusing a knowledge of Science and Art in all quarters. But it was essentially a grant-paying and examining Department. It could not take account, as a rule, either of the general course of instruction followed by any candidate, or even of the combination of subjects in which he was presented. It applied the same test to the High School boy as to the artisan student. Written examination on a prescribed syllabus tended to emphasise unduly the examinable side of every subject. The text-book and the lecture held the field. Little practical work was attempted except in chemistry, though this was perhaps due in part to the real or supposed cost of physical apparatus. Moreover, the scale of grants generally made large elementary classes more profitable than small advanced classes.

Old system of examination and grants under the Science and Art Department.

Schools of Science.

To this method of payment there was one important exception Organised Science Schools (afterwards called Schools of Science) were paid on a curriculum, which provided for real experimental work. The curriculum, however, was too exclusively scientific for general adoption. In fact up to 1900 there were only twelve organised Science Schools in Scotland, and even in these it was far from general to have the whole school thus organised. Much more often a section of the school was arranged as a " Science side." By a Minute of 24th August, 1900, both these methods of payment were commuted for a grant paid on the average attendance of qualified pupils at approved courses in experimental science, drawing, and manual instruction. The conditions were further relaxed by a Minute of 30th May, 1903. It is not necessary that all the pupils of a school should take all or any of these courses, and grants are paid on drawing and manual instruction if a reasonable proportion of the pupils engaged on these branches take science as well. Last year as many as forty-eight schools received grants on this footing, and considering the importance of the subjects, the elasticity of the conditions, and the improved mode of inspection, Their Lordships hope that in time all Higher Class Schools will embrace the terms of the Minute, so far at least as to make these subjects an integral part of their general curriculum in its earlier stages. Up to a certain point, in fact, such a curriculum would not differ materially from the curriculum of general education previously outlined for Higher Grade Schools, though it might provide for a beginning in some subjects (*e.g.*, Greek) which Higher Grade Schools as such do not attempt. Beyond that point the types would diverge ; but, whatever the type, Their Lordships would quite approve of pupils in their last year concentrating to some extent upon those subjects for which they showed special gifts.

Altered system of payment of Science and Art Grants.

Science and Drawing in the Leaving Certificate Examination.

It follows that science and drawing have been brought within the scope of the Leaving Certificate Examination. But a consideration of the nature of these subjects suggested a mode of examination different from that hitherto pursued. In science the examination is chiefly oral and practical ; it is conducted at the school, and is based on the work that has actually been done there ; full weight is assigned to the teachers' marks and the pupils' own records. Only by experimental work systematically recorded can scientific habits be formed, and only by an examination of this kind can the value of such work be tested. A certificate thus gained proves something more than that the candidate has passed a certain examination. Their Lordships attach special importance to the principle of associating the teacher with the inspector, as in effect a co-examiner whose opinion on the work of his own pupils deserves the weightiest consideration. Again it is interesting to note that this is no novelty. It is, in fact, the traditional method of the Scottish Universities in conducting their examinations for degrees.

In introducing these new subjects Their Lordships felt free to modify the method of examination as circumstances seemed to require. The older subjects stand on a different footing. In these, passes have long been accepted by many important bodies—above all by the Scottish Universities—in lieu of their own entrance examinations, and the responsibility which Their Lordships have thus incurred renders it impossible for Them to make any material change in the mode of examination until They have obtained the consent of these outside bodies. They have done what They could, however, to mitigate the abuses to which all external written examinations are liable. They have induced the County Committees to abandon payment on individual Leaving Certificate results. But though the pecuniary temptation no longer exists, the practice of presenting pupils in separate subjects and of estimating the success of a school by the number of individual passes is still rife. Their Lordships have ceased to issue certificates in single subjects, and have established instead an Intermediate Certificate and a Leaving Certificate, which are meant to attest the successful completion, the former of a higher grade course, the latter of a full secondary course. To prevent over-pressure, They have fixed the age for the former at 15 as a lower limit, and for the latter at 17. Certain combinations of passes in the written examinations are required for both certificates; but it is wholly wrong to regard either as a mere combination of passes in separate subjects. A full and well-balanced school course, such as these certificates are meant to cover, contains subjects which cannot be tested by written examination. The written examinations, therefore, are supplemented by inspection, the object of which is to inquire into the scope of the course, and the character of the teaching; and in particular to ascertain whether the candidates for certificates have actually gone through a proper course of instruction, have read some of the classics in whatever language they profess, and in modern languages have not neglected the training of the ear and the voice. If the result of this inspection is unsatisfactory, candidates may be excluded from the written examinations altogether. In the written examination itself those aspects of the various subjects which lend themselves to cram have been discouraged. In mathematics a momentous change has been made by the abandonment of Euclid as the sole accepted text-book in geometry, and the substitution of a general syllabus which will allow the different branches of mathematical study to be brought more closely together and more intimately connected with science and drawing. This change, Their Lordships hope, will not only make the teaching of mathematics less abstract, but by drawing these related subjects into a compact group will secure for them in time a more adequate treatment as part of the general secondary curriculum, at least in its earlier stages, without in any way menacing the rightful predominance of literary studies. At the same time it is obviously in accordance with Their Lordships' principles to recognise other types

Leaving and Intermediate Certificates.

Conditions of award.

Mathematics.

Special group certificates.

of secondary courses, provided that they serve a definite purpose. To pupils who have completed them, They are prepared to grant special group certificates, but They prefer to reserve the name "Leaving Certificate" for a certificate which includes mathematics and either science or Latin, and so guarantees that its possessor is fit to enter a University or a technical college on the University level, such as the Central Institutions to be mentioned in the next Section.

IV.—CONTINUATION CLASSES.

Provision made prior to 1898.

Up to 1898, young people who had left the Day School might continue their education either in the Evening Continuation Schools, under the Scotch Education Department, or in the Science and Art Classes, conducted under the Directory of the Science and Art Department. The two sets of classes overlapped to some extent, for the Continuation Schools gave elementary instruction in some Science and Art subjects. In the main, however, these schools aimed at supplementing the defects of elementary education, and higher work was left to the Science and Art Classes. Several of the Town and County Councils also maintained independent classes in various technical subjects, from some of which students went forward for examination by the City and Guilds of London Institute and the Society of Arts.

Changes introduced with the Continuation Class Code.

For this heterogeneous collection of classes, Their Lordships, in 1901, substituted a completely organised system, framed on broad and simple lines, and adapted to the needs of all sorts of students. The elementary work of the old Continuation School was provided for under Division I. Exercises like music and gymnastics might be pursued systematically under Division IV. But the characteristic features of the new Continuation Code were the regulations for Divisions II. and III., which replaced the old Science and Art Classes, and above all the provision made (in Section 87) for the subsidising of Central Institutions. In this connection it is important to note that Continuation Classes under the new Code may be held at any time of the day. This provision removed one of the chief difficulties which formerly beset continuation work in rural districts.

Defects of the old system.

The nature of the Science and Art Classes, or, rather, of the examinations by which they were entirely dominated, has been sufficiently explained in the preceding section. For the lad who came to study the principles of his trade or occupation the system had some peculiar drawbacks. The subjects of the Syllabus could not always be built into a course which really met his particular needs; advanced work was at a discount; the classes were frequented by pupil teachers and acting teachers in quest of examination marks, a fact which helps to account for the comparative neglect of applied art; and the instructors were too often persons who had little or no practical knowledge of their subjects, but had passed examinations in them merely in order to acquire the right to teach them to others.

Their Lordships abolished payment by results, written examinations, and prescribed syllabuses, and proceeded to form a register of qualified teachers. The Science and Art examinations remain, and students may, if they choose, go forward to them, but they form no part of the Continuation Class system, and their results in no way affect the rate of grant. In place of these examinations Their Lordships permit local managers, on the inspector's recommendation, to issue certificates of their own, and after this session certificates will be issued by the Department itself to students who have completed a full three years' course with credit; these certificates will be accepted as qualifying their possessors to teach the subjects which they cover. Their Lordships have indicated, broadly, the kind of subjects on which They are prepared to pay grants, but They ask managers to frame syllabuses adapted to the needs of their own locality. By a graduated scale of grants They encourage the formation of well-graded courses extending over several years, and giving a systematic training in the principles of some definite occupation. This substitution of "courses" for "subjects" is indeed the keynote of the Code. The object of these classes is not to teach science in general or art in general, but to turn out mechanics, engineers, architects, farmers, each skilled in the principles of his own craft. To teach such students needs more than theoretical knowledge, and Their Lordships will not accept any teacher whose qualifications are not sufficiently attested by certain recognised diplomas or specially guaranteed by their own inspectors.

Award of certificates. By Managers. By the Department.

Syllabuses.

Substitution of "courses" for "subjects."

Register of qualified teachers.

But no system of technical education is complete which does not provide for work at the University level, for that individual study and research which, however few may be fit for it, is yet of paramount importance to the progress of knowledge and the prosperity of the country. In some of the large towns there already existed institutions, imperfectly organised perhaps, but equipped and staffed for work of a very advanced kind. These institutions Their Lordships determined to subsidise in such a way as to relieve them of elementary work and set them free to develop their advanced instruction to the highest possible point. Such Technical Universities, as they may be called, will form the crown of the Continuation Class system, as the older Universities form the crown of the Day School system, and will influence the courses of study in the classes which lead up to them in the same way as the Universities determine the curriculum of secondary schools. Their influence, indeed, will be even more direct; for while the older Universities content themselves with prescribing the subjects and fixing the standard for entrance, the experts of these central institutions will actually assist in framing the syllabuses of the preparatory stages of study in the Continuation Classes of their district. And as the Universities provide bursaries to assist deserving students, so are there local scholarships established to carry on deserving students in Continuation Classes from the preparatory stage up to the central

Central Institutions for advanced work.

institution or even to send them abroad to complete their studies in modern languages. The Department doubles the value of any scholarship offered by local authorities.

Some instances.

This is no mere ideal. In the larger cities it has been to a great extent realised. Among other instances the Aberdeen scheme may be cited as a model of complete organisation. Here, the Gordon's College and Gray's School of Art has been erected into a central institution, to which all Continuation Classes throughout the city lead up by a well-graded scheme framed conjointly by the Aberdeen School Board and the Governors of Gordon's College. All over the city are dotted preparatory and domestic classes, from which the students proceed to elementary technical institutes, five of which are planted at convenient centres, and from them in turn to the two higher technical institutes, and so to the central institution. Admirable courses have been arranged in every combination of subjects that the needs of local industries can demand. In all of these the directing influence of the central institution can be clearly traced. Its ideas and methods percolate through every stratum of the preparatory courses. Glasgow possesses three great central institutions in the West of Scotland Technical College, the Glasgow School of Art, and the Athenæum Commercial College. An arrangement similar to that which obtains in Aberdeen has been come to between the Governors of these institutions on the one hand and the School Boards of Glasgow and Govan on the other. Within a year this scheme will be in full working order; and when the new buildings of the Technical College are completed, this great industrial community will possess a system of technical education in the widest sense, which will bear comparison with any similar organisation in any country. The last step will be taken when these institutions are linked to the allied departments of the Universities.

Employers' support necessary.

The machinery is there and it is running. How far the nation is to profit by it depends now on the action of employers and of trade associations in giving apprentices and other young persons opportunities for attending these classes and credit for successful study.

Agricultural education.

Agricultural education presents a more difficult problem. But already good progress has been made towards its solution. For the highest stage provision has been made by subsidising agricultural colleges and departments under the management of members of the County Councils and other persons thoroughly representative of the agricultural interests of the district. It is hoped that these colleges will not only provide directly for the teaching of the most advanced students, but that their influence will permeate the lower grades of instruction also. Some foundation for their work has been laid in the nature knowledge course of the elementary school. The interval has now been filled up in part by the establishment of Supplementary Rural Courses in country schools, and in part by the institution of Farmers' Courses and other series of lectures

delivered by the officers of each Agricultural College throughout its own district.

A similar organisation of Navigation Classes in seaboard parishes will ultimately, it is hoped, be effected under the direction of one or more central Schools of Navigation. Navigation.

V.—TRAINING OF TEACHERS.

The normal course of training for certificated teachers in Scotland is briefly as follows :—Promising boys and girls who possess certain qualifications may be apprenticed as pupil teachers at fourteen (or sixteen) for a period of four (or two) years, during which they assist in the schools for part of the day and for the rest receive suitable instruction. At the end of their apprenticeship they must pass an examination, known as the King's Scholarship Examination, or produce equivalent passes in the Leaving Certificate or University Preliminary Examination. Those of the qualified candidates for whom there is room are then admitted to Normal Colleges, where they are trained for a further period of two years. Those who do not gain admission to the Normal Colleges may continue to serve as acting teachers and obtain their certificates by examination. Normal course of Training.

At the beginning of the period under consideration music was an optional part of a pupil teacher's instruction. Marks were first allowed for it in the Code of 1899. Drawing and science were also optional; no papers were set in these subjects in the Queen's Scholarship Examination, but candidates were credited with marks for successes in the Science and Art Examinations. Without dwelling on the intermediate steps, it may be stated summarily that the instruction of pupil teachers in these subjects has now been put on precisely the same lines as have been adopted for Higher Class Schools, *i.e.*, there is a regular course of instruction extending over several years and leading up to an examination identical with the Leaving Certificate Examination in Science and Drawing already described. The essential feature of these examinations, it will be remembered, is that they are based in each case on the approved curriculum and take account of the whole course of instruction, and of the opinion of the teacher on the merits of each candidate. Drawing is now obligatory, but science is still optional. In all subjects and in all years the inspectors are instructed to see that the training of pupil teachers goes on regularly throughout the session in accordance with some consistent scheme. Pupil Teachers. Music. Drawing and Science.

Even before 1898, Normal College students had been excluded from the South Kensington Examinations in Science. They were examined, if at all, in their own colleges on an approved scheme which made provision for experimental work. This principle was extended first to drawing and then to all the subjects of the Normal College course. Formerly students in training and acting teachers had to pass one and the same examination for certificates, of course Students in Training. Examination for Certificates.

a written examination on a prescribed syllabus. Every Training College is now invited to put forward a syllabus of its own in the prescribed subjects, which may be pursued partly at the Training College and partly at the neighbouring University; and the marks on which students obtain their certificates are assigned by the various professors and lecturers, and by the principals of the colleges, under the supervision of H.M. Senior Chief Inspector. Instruction in drawing and in nature knowledge forms an integral part of every syllabus. Special attention is paid to the phonetics of English and of any modern language that may be taken up, and even those students who do not specialise in classics receive such instruction in Latin as will make them intelligent teachers of English. The certificate examination is now for acting teachers only.

Syllabuses of instruction in Training Colleges.

When the Code of 1899 made drawing and nature knowledge part of the elementary curriculum, it was felt that some of the older teachers were imperfectly prepared for their new duties, and by Articles 83 (*d*) and 91 (*d*) classes were established for the further instruction of teachers in these and similar school subjects. Town and County Councils and other local authorities might establish such classes upon guaranteeing one-fourth of the actual expenditure. These Article 91 (*d*), classes, as they came to be called, were not intended to prepare students for extraneous examinations, but simply to render teachers more expert in dealing with some sides of their daily school work; and partly to supplement the private studies of those assistant teachers who had not been able to get into a Training College.

Classes for the further instruction of Teachers.

The success of these classes has surpassed expectation. They have been established at convenient centres all over Scotland. They have been attended by thousands of teachers, many of whom come great distances. No recent expenditure on education has brought so speedy a return in the form of improved school work. Drawing and nature knowledge, practically unknown in many schools five years ago, are now taught with adequate knowledge and on sound methods in the great majority of Scottish schools. Above all, Their Lordships value these classes for the proof which they have given of the unabated zeal of Scottish teachers.

Their success.

The general principles which have actuated Their Lordships may now be summed up in a word :—

Summary.

(1.) They contemplate three distinct grades of Day Schools, each with a well-balanced curriculum of general education, essentially but not exclusively humanistic, and ending in each type with a period of consolidation and concentration on the subjects essential to that type. Specialisation in the strict sense, implying, as it does, a practical acquaintance with some related occupation, Their Lordships would relegate to the Continuation Class system, now fully organised and completed by the inclusion of the Technical College, the Agricultural College, the Commercial College, and the School of Art.

(2.) In subsidising education in whatever form, Their Lordships have revived the characteristic national principle of dual control. Having satisfied Themselves as to the general efficiency of a school and the adequacy of the local contribution, They desire to leave its internal economy to the teachers and managers themselves, unhampered by considerations of pecuniary results.

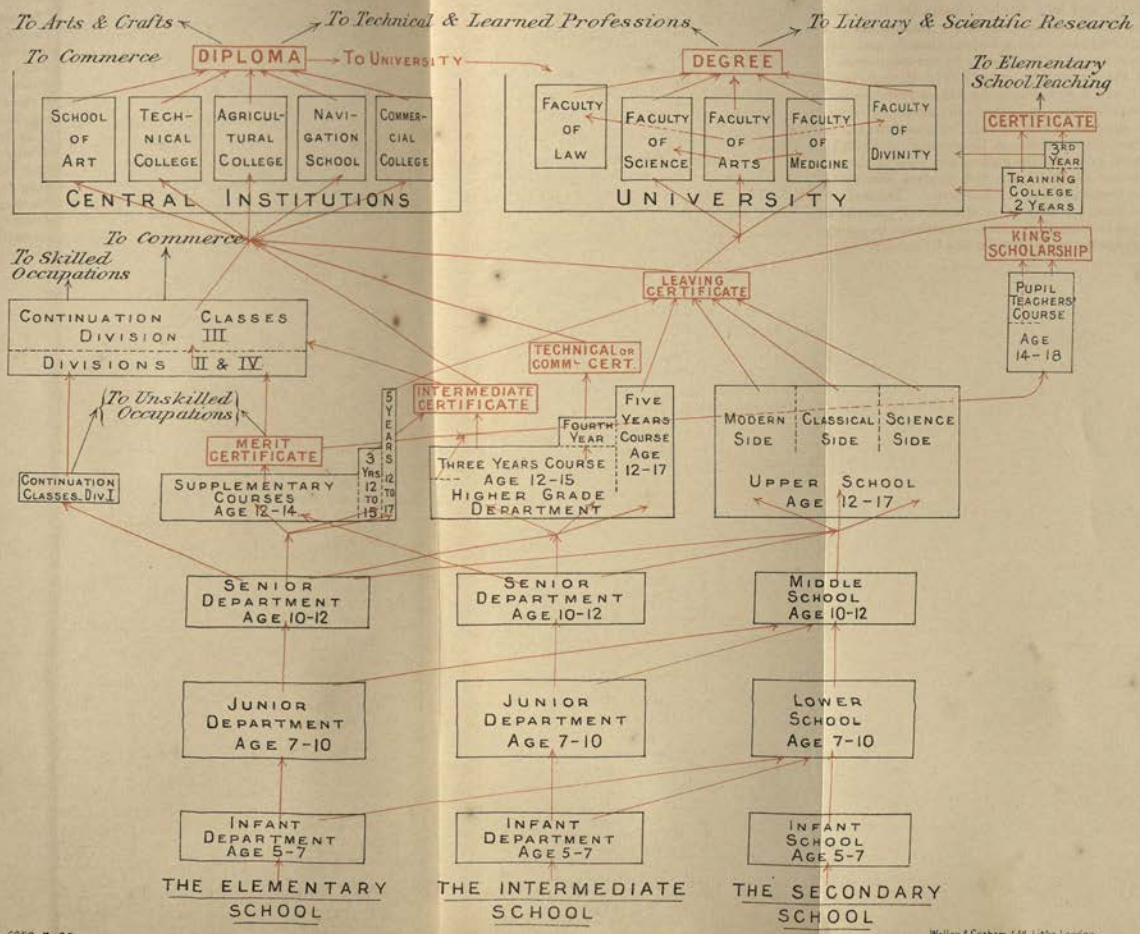
(3.) They propose to test the efficiency of schools, not by written examinations on prescribed syllabuses, but by repeated visits of inspection directed to ascertaining (*a*) the whole scope of the curriculum and its adaptation to local needs, (*b*) the success with which the work professed has actually been overtaken. In examinations which are intended to test the merit of individual candidates, the teacher's opinion of his own pupils receives the fullest consideration.

Explanation of accompanying diagram.

The accompanying diagram illustrates the relations of the various forms of education under the Scottish system. A boy who has passed through the infant, junior, and senior divisions of the ordinary Elementary School will normally (between 12 and 13) enter on a Supplementary Course, at the end of which he will receive a Merit Certificate qualifying him to enter during his apprenticeship on Division II. (or the first year of Division III.) of the Continuation Classes, whence he may ultimately pass to a Central Institution. If, by reason of domestic circumstances, he has to leave school at twelve for unskilled labour, the door is not therefore shut on him. By continuing his elementary education under Division I. of the Continuation Classes, he may rejoin his more fortunate companions in Divisions II. and III. If, on the other hand, at the age of twelve, there is reasonable prospect of his continuing at school for three or four years longer, he should, if possible, be transferred to a Higher Grade or Higher Class School. But where such transference is impossible or

undesirable, provision can be made in the Elementary School for carrying him on to the stage of the Intermediate, or even of the Leaving Certificate, which will open to him the gate of the University. (This is indicated in the diagram by the two narrow oblongs which extend the elementary course.) The Higher Grade School will bring its pupils up normally, by a three years' course, to the Intermediate Certificate; but there is the possibility (again indicated by narrow oblongs) of a fourth year, for those who aim at a Technical or Commercial Certificate on the strength of which they may pass directly to a Central Institution, and even (if there be no Higher Class School available) of a fifth or sixth year leading up to the Leaving Certificate and the University. The rest of the diagram explains itself. It may be noted, however, that the Leaving Certificate may include either science or Latin and so qualify for entrance either to a technical institute or to a University.

CONSPECTUS OF EDUCATIONAL ORGANIZATION IN SCOTLAND.



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I. ELEMENTARY EDUCATION.

Examinations for Labour Certificates.
Merit Certificates.
Inspection under Article 10b.

Circular 223.

(Circular to Managers of Elementary Schools.)

Scotch Education Department.
11th August, 1898.

SIR,

In bringing under your notice the Minute of 16th May 1898 (*a copy of which is appended to this Circular*), bearing upon the mode of conducting examinations for Labour Certificates, Lord Balfour of Burleigh deems it a fitting opportunity to describe somewhat more fully the objects which my Lords have in view in adopting this Minute and in making certain other changes in the Code which have a close connection therewith. All the changes made are directed towards one end, namely, the raising of the standard of elementary education in Scotland. In Their endeavours to obtain this result Lord Balfour believes Their Lordships will obtain the cordial support and co-operation of School Boards and Managers of Schools.

I. *Examinations for Labour Certificates.*—The effect of the Minute of 16th May 1898 is to make examination for Labour Certificates a personal matter essentially distinct and apart from the inspection or examination of the School for the purpose of determining the rate of grant. This step is essential as a preliminary to carrying out certain changes in the method of inspection which will be referred to hereafter. But it seemed to my Lords to be even more necessary as a means towards removing certain misconceptions which appear to be very prevalent as to the purpose of the Labour Certificate. There seems to be a very widespread impression that the possession of the Labour Certificate is evidence of the completion of a satisfactory course of studies in the Elementary School instead of being, as it really is, a concession for the benefit of parents in necessitous circumstances. It certifies to the *minimum* amount of attainment with which children in circumstances of pressing necessity may be allowed to leave School, and it was never intended that this provision for exceptional circumstances should be taken as the standard of normal attainment.

This misconception as to the nature of the Labour Certificate has doubtless been fostered in part by the practice, which has hitherto been obligatory on an Inspector at his annual visit, of examining all children in Standard V. as for a Labour Certificate, whether it was asked for or not. It seems clear that in not a few cases the passing of this examination was taken by parents to mean that their children had satisfactorily completed the Elementary School course and that their longer continuance at School was unnecessary and useless.

Their Lordships have accordingly resolved that it shall no longer be incumbent on an Inspector to examine individually all children in Standard V. who may be present on the occasion of his visit nor to return a duplicate schedule on which Labour Certificates may be granted. No examination for a Labour Certificate will be held except on definite application transmitted to the Inspector either through the School Board or the Managers of a School.

The examination of those children on whose behalf application is made may be conducted either at centres on occasions duly intimated, or, if found more convenient, on the occasion of an Inspector's visit to the School. In either case the examination for Labour Certificates will be regarded as quite apart from the inspection of the School, and its results will not be an element in assessing the value of the work done in the School.

In country districts it will probably be more convenient to hold these examinations concurrently with the inspection of the School, but in towns and populous districts the candidates will as a rule be required to attend for examination at centres at times fixed by the Inspector, who will, as far as possible, consult the wishes of the School Board or Managers. In these cases the School Board or Managers will provide the Inspector with a list of the candidates to be examined, and it is to be hoped that they will take the opportunity of impressing upon parents the fact that the Certificate is not a proof of the satisfactory completion of the Elementary School course, and that they ought not, unless compelled by circumstances, to deprive their children of the opportunity of a more complete education. Such examinations will not be held oftener than once in six months in any given School Board district.

Children on whose behalf no application is made, or who are unsuccessful in the examination, must be regarded as still under obligation to attend School. Pupils who obtain the Merit Certificate, or who, while failing to obtain it, nevertheless in the judgment of the Inspector show such attainment as satisfies the requirements for the Labour Certificate, will be exempted from further examination for the Labour Certificate.

II. *Merit Certificates.*—The requirements for the Merit Certificate have been altered in the present Code by the omission of all reference to specific subjects. The purpose Their Lordships had in view in this omission was to make the Merit Certificate in effect the Leaving Certificate of the Elementary School proper, as well as a proof of capacity to profit by higher forms of education. In Their view the Merit Certificate on its present basis, and not the Labour Certificate, ought to be regarded as the natural goal of every pupil in an elementary School. It is true that it is still to be regarded as in some sense an honours and not a pass Certificate, and it will not be awarded for anything less than thorough proficiency in the fundamental subjects. It ought nevertheless to be within the reach of any pupil of average abilities who continues in regular attendance at a good school till the age of 13, and may in some cases be taken earlier. There are doubtless School Board districts or parts of districts in which from economic causes some part of the School population must leave School at an earlier age. That is a misfortune but it does not alter the fact that an elementary education whose culminating point falls below the standard of the Merit Certificate is incomplete, imperfect, and proportionately expensive, and it is the duty of the School Board to take all means in their power to raise the standard in these districts. In other districts or Schools, after allowing for a normal proportion of children of less than average intellect, all the remaining children should continue at School till they have obtained the Merit Certificate. The degree to which the Schools of a district approximate to this standard may safely be taken by School Boards as a measure of their success in providing for the efficient elementary education of the children entrusted to their care.

The requirements for the Merit Certificate are stated in Article 29 of the Code (*see Appendix*), but having regard to the importance Their Lordships attach to the certificate as marking in a fairly definite way the dividing line between Primary and Secondary Education, They think it right to state briefly ome of the considerations by which H.M. Inspectors will be guided in conducting the examinations. Stress will be laid in the first place on thorough proficiency in the elementary subjects, but the examination will be a test not merely of the possession of knowledge but to some extent of the power of applying it to practical purposes. It follows that the method of examination will be largely oral.

As regards the particular subjects :

1. Ability to read, speak, write, and understand the English Language :—
   (*a*) The candidates will be expected to read at sight a passage from a modern author, a magazine, or a newspaper, not containing many

abstruse or philosophical terms, and involving no great complexity of ideas. The passage should be read with good pronunciation and correct phrasing, and in such a way as to be easily intelligible to a listener. A silent perusal may be allowed in the first place.

(*b*) The candidate should be able to give an intelligible account in his own words of the substance of the passage read both orally and in writing. Their Lordships would lay some stress on the *oral reproduction*, in fairly correct and connected sentences, of the passage read, inasmuch as They have reason to believe that the cultivation of a power of intelligible speech receives too little attention in schools. In the written reproduction orderly arrangement of ideas and greater correctness of sentence formation will be expected. In this exercise perfectly legible and fairly regular handwriting, as well as reasonable freedom from errors of spelling, will be indispensable requirements. The description of an object, or arrangement of objects, the writing of a letter for some definite purpose in proper form, the reproduction of a lesson given by the teacher, the summarising of a chapter of a history book which the pupils have been set to read, may be admitted as alternative exercises, but the essay or theme on abstract subjects as to which the pupils may have no ideas of their own, is to be avoided.

(*c*) The candidates will be expected to show in answer to questions that they fully understand the connection, direct and indirect, of the clauses, phrases, and sentences in the passage read, and that they have some appreciation of the various shades of meaning conveyed by related words. For this purpose my Lords believe that some study of the derivation of words and some knowledge of parsing and analysis of sentences will be found very useful, but They wish those subjects to be judged of by their results, *i.e.*, by the greater capacity which they give for understanding the full meaning of a sentence of English, rather than by the mere knowledge of the formulæ of grammar.

2. *Ability to perform Arithmetical Calculations.*—A sound knowledge of the Arithmetic prescribed for the various standards up to and including Standard VI. will be expected, but stress will be laid on facility and expertness in the four simple rules, including vulgar fractions, and on the practical calculations required in Standard V., rather than on the more abstruse parts of the work of Standard VI. Readiness in the mental calculation of prices, in the reduction of one denomination of weights and measures to another, in the calculation of percentages, and in simple applications of the rule of three to questions of interest and profit and loss, will be expected. Simple problems which test knowledge of principles will be set rather than questions which involve intricate working.

3. *Instruction in Class Subjects.*—The two foregoing heads comprise the essential parts of the examination in which nothing less than thorough proficiency will be expected. But the programme of every good elementary school provides for instruction in a much wider range of subjects, commonly known as class-subjects. Such subjects are Geography, History, Elementary Science (including object-lessons), Drawing, simple exercises of Hand and Eye and Needlework. In every good school, also, it may be expected that some attention will be given to Music and to suitable physical exercises. My Lords do not propose to test the attainments of pupils at the Merit Certificate stage in these subjects individually. It will be the duty of the Inspector in every school from which candidates for the Merit Certificate are presented, to satisfy himself that the curriculum in class-subjects is of sufficient breadth, that it affords adequate exercise for the various faculties of the children, and that instruction in the subjects selected is regularly and systematically given to all the pupils. Their Lordships are inclined to think that any attempt to secure

enhanced efficiency in the essential subjects of the Merit Certificate by confining the attention of the pupils to those subjects, and depriving them of the stimulus which reasonable breadth of instruction in class-subjects affords would defeat its own ends; but in any case They will *altogether refuse* to issue Merit Certificates on account of the scholars in any school in which the Inspector reports that the class instruction is unduly restricted in scope or defective in quality, or where there is evidence to show that the candidates for the Merit Certificate have not regularly participated in this part of the instruction. For the purpose of arriving at an opinion on this point, the Inspector will hold a collective examination of the candidates in the class-subjects professed in the school (except English, in which the examination, of the character described above, will be strictly individual). Should any candidate in this collective examination show conspicuous weakness, he may, on further individual examination, be refused the Merit Certificate.

Whatever other subjects may be embraced in the curriculum of class instruction, candidates for the Merit Certificate should have a good *general* knowledge of the Geography of the world, and of the Geography of the British Isles, the Colonies, and Europe in some detail. They should also be able, if set to the study of a good map of a country or district previously unknown, to find out and report the principal particulars of the information to be gleaned from it. In History, they should have a fair acquaintance with the events which form landmarks in English and Scottish History, and know their chronological sequence. They should also be able to explain Geographical references and Historical allusions in the passage selected for reading, if these are not of a recondite kind.

The Certificate issued to successful candidates will certify that they have shown thorough proficiency in the elementary subjects, and that they have completed the course of elementary education in a school, the curriculum of which embraces instruction in certain specified subjects.

III. *Inspection under Article* 10*b* (*see Appendix*).—In modifying this Article Their Lordships had in view the gradual introduction of certain changes in the method of inspection, and of estimating the value of school work, which, while removing barriers which may have stood in the way of the due promotion of children from class to class according to proficiency, will enable the actual character of the work of the school from day to day to be ascertained, and will, They hope, conduce to enhanced efficiency.

The whole purpose of the change will, perhaps, be better understood from a brief consideration of (1) certain obstacles to the due progress of the pupils, and the proper balance of work, which They hope to remove; (2) the manner in which They propose that school work should now be arranged; and (3) the steps which They propose to take to inform Themselves as to the normal condition of a school.

(1) At present the examination of all the classes of a school takes place at the end of a varying school year (which may have been interrupted by lengthened holidays), and by the appearance made on that occasion the value of the year's work is determined. It is alleged, and Their Lordships believe with much truth, that in many schools the work of the year is practically accomplished a month or two before inspection, and that in the intervening time not merely is no further progress made, but there is a substantial loss of interest on the part of the children from the enforced repetition of work already familiar to them.

Again, it does not appear that the great liberty of classification accorded by the Codes of 1890 and subsequent years has been so fully taken advantage of as might have been expected, the reason being that there was only one convenient period for promotion from class to class within the year, viz., the period after inspection. Teachers seemed to be unwilling to risk the possible diminution of high percentage results in each class which might be caused by promotions within the year. Further, the variations of the school year seem in many cases

to make it difficult for pupils who are necessarily transferred from one school to another to fall into line with the classes of the school to which they are transferred, a consideration which my Lords believe has frequently been an obstacle to the timely transference of good pupils from purely elementary schools to those of a higher grade.

Lastly, They have reason to suspect that in the case of some schools which put forward pupils for the Leaving Certificate, more particularly when payments are made on Leaving Certificate successes by the Secondary Committees, the interval between inspection and the Leaving Certificate Examination is sometimes devoted to a special preparation of those pupils in one or more subjects of the Leaving Certificate Examination, the ordinary curriculum of the school being set aside for those pupils, to the detriment of a sound general education.

(2) As remedies, they propose :—

(*a*) That there shall be no fixed month of inspection.

(*b*) That the working school year for all schools shall be as far as possible uniform, being determined in each case by the time at which the summer vacation is usually taken in the district. That is to say, the school year shall run from the time of resuming work after the summer vacation till its natural close before the vacation.

(*c*) That the working school year shall be divided into three terms or periods. The end of each term will give opportunity for promotion of the pupils from class to class according to proficiency. Revision of previous work should not take place only at the end of the year, or even of each term, but should go on continuously.

(*d*) While the standards set forth in the Code may be taken as indicating the minimum of a year's work, which experience has shown might reasonably be demanded in every case, the classification adopted may be independent of those standards. It is Their Lordships' desire that the freedom of classification already accorded should be more largely taken advantage of, chiefly, it is to be hoped, in the direction of securing greater progress. They have already indicated somewhat more fully in speaking of the Merit Certificate what, in their view, ought to be the ultimate outcome of school endeavour, so far as elementary education is concerned. Having fixed this standard, They desire to leave more than hitherto to the discretion of managers and teachers the arrangement of the intermediate steps by which this ultimate standard shall be attained. The exercise of this discretion will be subject, of course, to such reports as H.M. Inspector may from time to time find it necessary to make, but Their Lordships trust that it will be so exercised that it may not be found necessary at any subsequent period to abridge the liberty now accorded. An added responsibility, subject to the authority of the Managers, will now devolve upon headmasters—of large schools particularly—of settling the proper gradation of classes, of arranging a well-balanced curriculum for each, and of determining when promotions from class to class shall be made. By the manner in which a headmaster discharges these duties his share in the success of the school will be largely estimated. Their Lordships recognise that many schools are too large to admit of this duty being effectively discharged by one person, and in such cases They think that some part of the duties for which the headmaster is primarily responsible to the Managers should devolve upon the heads of departments. In particular, They think that in separate infant departments this duty should be largely confided to the infants' mistress.

(*e*) That in order to enable H.M. Inspector to judge of the classification of a school, and also of the proficiency of the work, a record of the work done in each class and subject shall be kept (Article 17*h*.—*see Appendix*). Any examination held—except in the case of candidates

for the Merit Certificates, for which the prescription of work is absolute—will be strictly based upon the record of work accomplished, which should in all cases provide for proper revision. H.M. Inspector will, however, where necessary, report whether the profession of work is inadequate, having in view the stage to be ultimately attained, or whether it is unduly restricted as regards variety of subjects. Their Lordships do not wish to impose any unnecessary burden upon teachers, and They do not ask that the record of work shall be more elaborate than experience shows to be necessary. They are satisfied, however, that every good teacher will find the keeping of such a record to be not so much an encumbrance as a guide to him in his efforts, and an indication to himself of the progress he is making.

(*f*) The Time-table of the school will in these circumstances be a matter of careful consideration, and it will obviously be expedient that it should—perhaps, even frequently—be re-adjusted from time to time, but care should be taken that due notice of all changes is given to the Inspector for the district, and the arrangement so intimated to him should in all cases be rigidly adhered to. No Time-table will be accepted which does not provide sufficiently varied exercise for the different faculties of the children, and any departures from the approved Time-table for the purpose of specially preparing children in one or two selected subjects demanded in any examination, whether conducted by Their Lordships, or by some independent examining body, will be visited with the severest penalties.

(*g*) Whatever the curriculum of the school may be, and whatever the subjects which it embraces, its principal aim should be the attainment of a thoroughly sound knowledge of the Elementary subjects, corresponding to the standard already described. But that aim should be attained not as a sole result, but as a concomitant of a scheme of general education which provides adequate exercise for the various faculties of the children. It should embrace, in its later stages at all events, some study of History and Geography. It should provide *throughout* for the training of the children in habits of observation, in knowledge of the world around them, and in the accurate and intelligent expression of their observations and ideas. Drawing and kindred manual exercises should form an essential part of the curriculum and the development of the physical powers by drill and gymnastics should receive attention. All these subjects demand time, and too much time may of course be given to any one of them, but in proper combination they tend to make the children alert, intelligent, and masters of their faculties. The attention given to them is not only good in itself, but may result ultimately in progress in the Elementary subjects greater than if the time had been spent exclusively on these subjects. Owing to various circumstances, and particularly to the lack of teachers who have received adequate training in such subjects as Drawing, Experimental Science, and Manual Exercises, some portion of the curriculum thus outlined may have to be omitted, but in all cases it should be regarded as the type to be aimed at so far as circumstances may permit. Their Lordships have under consideration the question of how They may best afford to teachers who have had no previous training in these subjects an opportunity of acquiring a knowledge of them and of how they may best be turned to account as subjects of school instruction.

(*h*) There is one thing further which ought to receive the serious consideration of all persons responsible for framing the curriculum of an Elementary School. The years which a child spends in school constitute an appreciable fraction of normal human life, and the years so spent should not be merely a preparation for the future, but should

bring their own satisfaction. That satisfaction during school years is doubtless largely found in play, but experience shows that while on the one hand intervals of relaxation are necessary, the child may derive as much satisfaction from work as from play, if care is taken to ensure that the work at each stage is within his powers, while at the same time it provides sufficient difficulties to keep his faculties on the alert, and afford him pleasure in overcoming them. This is the rule which should regulate progress from stage to stage, and if by means of a well-balanced curriculum and careful gradation of lessons, school work can be made attractive, the difficulty of retaining children longer at school will be greatly simplified.

(3.) The condition of the School will be ascertained by—(*a*) Examination; (*b*) Inspection.

(*a*) *Examination.*—The inspector at one of his visits will direct his attention largely to ascertaining by a somewhat detailed examination the condition of those classes from which pupils commonly leave School, and which as a rule may be taken to represent the ultimate result of the previous course of instruction. The profession of work in these classes must necessarily, in the present condition of things, vary somewhat with the circumstances of the School. In no case will a standard lower than that of the Labour Certificate be accepted. In all cases the standard of the Merit Certificate should be aimed at, and it is to be hoped that in most cases this examination of the actual leaving class of the School will resolve itself into an examination for Merit Certificates. Where the examination is conducted mainly on the lower standard it should be clearly understood that presentation at this examination will not exempt from further continuance at School those children on whose behalf application for a Labour Certificate has not been made, and who have not individually satisfied the requirements thereof. Unless in circumstances which clearly justify the concession, no School will be reckoned excellent, however good the teaching in the lower classes may be, in which a considerable proportion of the pupils do not remain on till the stage of the Merit Certificate, and show satisfactory attainments in the examination.

The Inspector will, as a rule, give notice of this visit, which will be for the purpose primarily of inquiring into the condition of the leaving class or classes of the School, of examining for Merit Certificates, and in specific subjects, and of examining in part the work of the pupil teachers. But this visit will not necessarily be made in what has hitherto been the inspection month. It may take place in any month, though the Inspector will, so far as a proper distribution of his work will permit, endeavour to arrange that it should be made in the latter half of the working School year, as that has been defined in the preceding section. He may at this visit invite the attendance of School Managers for the purpose of conferring with and advising them on the work of the School. Supplementary examinations for Merit Certificates will be held towards the close of the session in connection with certain Secondary Schools or Departments, for the purpose of affording to pupils who are about to enter those institutions, and who have not yet obtained Merit Certificates, an opportunity of qualifying themselves. Their Lordships will regard the possession of this Certificate as a test of fitness for entering upon the work of Secondary Institutions.

(*b*) *Inspection.*—At the visit already specified as well as at any other which an Inspector, or a sub-Inspector acting under his direction, may make, the whole scope of the work of the School may be made the subject of investigation. The following points, in particular, may be inquired into:—(1) The nature of the attendance:—whether regular or irregular, and whether all possible steps are taken to promote regularity of attendance. (2) The nature of the curriculum:—whether on the one hand it provides a proper variety of mental exercise, or whether on the other hand too many subjects have been taken up (considering the circumstances and the staff of the School),

thereby endangering the efficiency of the work in the fundamental subjects. (3) The nature of the classification :—whether the final goal of School work is reached by proper gradations. (4) He will observe the methods employed in teaching, and the manner in which the ordinary routine of School work is conducted. (5) He will examine the record of work in selected classes, and in connection therewith the exercise books of the children. (6) Lastly he will hold such examination of any of the classes as may be necessary to determine whether the teaching on the lines professed has been really effective. Any such examination will be based strictly upon the record of work done up to the time of his visit. The arrangement of the work should have provided for frequent revision of past lessons, so that considerable familiarity with the field of examination should already have been secured ; on the other hand, the Inspector will be careful not to demand the standard of proficiency which has hitherto been looked for at a set examination specially prepared for. In the selection of classes and subjects to be tested and in the extent to which the examination may be carried, the Inspector will be guided largely by his previous knowledge of the School, and by the indications of the merit or demerit of the work which he may have obtained in other ways. Where marked weakness is shown in the classes or subjects tested this examination may extend to all the classes of the School. Any defects in the distribution of the work, the classification, the methods and the effectiveness of the teaching, which may have been observed by an Inspector or his assistant at one visit will be carefully inquired into at subsequent visits, and any failure to remedy defects will be specially noted.

In view of the present method of paying grants, scrupulously exact registration is a matter of the first importance, and the Inspector will be careful to report any deviations which he may discover at any of his visits from the regulations which Their Lordships have found it necessary to lay down.

The financial year of a school as distinct from the working year will remain as hitherto. At the end of the financial year the Managers will make the usual return, which they will forward to the Inspector of the district. The Inspector will forward it along with a report on the work of the school, and his recommendations as to the rate of grant to be allowed, for Their Lordships' consideration. This report will express the opinion as to the work of the School arrived at as a result of all the visits made during the year and will take into account the results both of examination and inspection. In determining the rate of award for classes above Standard III., the opinion he may form from an examination of the state of the leaving class or classes of the School will naturally be the most important element ; the state of the classes under Standard III. will be judged of by inspection, including such examination as has been described under the head of inspection.

The changes in School organisation and methods of inspection which Their Lordships have sought to establish by the operative modifications of the Code of the present year are all in the direction of giving greater freedom and greater power of initiative to Managers and Teachers. From the success which has attended previous removals of restrictions in the Code Their Lordships are encouraged to hope that the liberty thus accorded will not be abused, and that the present changes will result in an increased and prolonged attendance, greater heartiness and interest in the work on the part of the children, and generally enhanced efficiency in the Schools. But the effects of the change will be closely watched, and the reports as to its working will be carefully considered, and should the results of such observation be unfavourable Their Lordships may be under the necessity of having recourse once more to a larger measure of individual examination in all classes.

I have, etc.,

H. CRAIK.

APPENDIX.

MINUTE and ARTICLES of the CODE referred to in the foregoing Circular.

MINUTE of the COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND, dated 16th May 1898, amending the terms of Article 117 of the CODE of 1898.

At Dover House, Whitehall, the 16th day of May 1898.

BY THE LORDS OF THE COMMITTEE OF HER MAJESTY'S MOST HONOURABLE PRIVY COUNCIL ON EDUCATION IN SCOTLAND.

Read :—

Chapter I., Part III. of the Code for 1898.

Resolved :—

That after Article 117 the following proviso should be added :—"Notwithstanding anything contained in Articles 113 to 117, an Inspector shall not be required to examine children for the purpose of granting Certificates of Proficiency under any Labour Act, and of ability to read and write, and of a knowledge of elementary arithmetic under the Education Acts, 1872 to 1883, on the occasion of his visit to a school for the purpose of reporting on it (Article 10) *provided* that he is satisfied that reasonable provision of opportunity for obtaining these certificates can be made in a given district by means of the special examinations referred to in Article 115."

Article 29 of the Code of 1898 :—

29. A certificate of merit will be granted once only by the Department to any Scholar over 12 years of age who satisfies the inspector that he has attained a standard of thorough efficiency in the three elementary subjects (Article 28) as well as in the class subjects (at least two) professed in the school.

The managers will furnish a list (on a schedule supplied by the Department on special application by the managers) of the scholars to be presented for merit certificates, and the teacher must certify to the character and conduct of each pupil admitted to the examination.

The merit certificate will attest thorough efficiency in the three elementary subjects, and will state the class subjects and the specific subjects (if any) taken by the scholar to whom it is granted. No merit certificate will be issued to a scholar who has not mastered all the standards set forth in Article 28, or who does not show ease and fluency in reading, considerable facility in writing and composition, and the power of applying the rules of arithmetic in a way likely to prove useful in the common affairs of life. Some test of mental arithmetic will also be applied.

Article 10 (*b*) of the Code of 1898 :—

10. (*b*). The inspector's annual visit to a school may be omitted if he has paid to such school not less than two visits without notice.

Article 17 (*h*) of the Code of 1898 :—

17. Before any grant is made to a school (Article 4) the Department must be satisfied that—

* * * * *

(*h*) A record of work done in each class and subject is kept in such detail as shall show the previous course of instruction at any visit without notice.

[*Note.*—This circular was followed by a considerable reconstruction of the Code in 1899. Some parts of the Circular have been rendered obsolete by the passing of the Education (Scotland) Act 1901, which also necessitated a reconstruction of Article 21 of the Code. Otherwise the Code has remained unaltered as regards *essentials* since 1899.

Circular 279.
Scotch Education Department,
3rd February, 1900.

(Circular to School Boards and School Managers.)

SIR,

I am directed by Lord Balfour of Burleigh to bring under the attention of School Boards and Managers of Schools a subject which is one of great public importance, and which in his Lordship's opinion concerns not less the interests of the pupils of State-aided schools than the welfare and security of the Empire. It is that of physical exercise, and particularly of those forms of military drill which most effectively develop the physical capacities of the pupils, and train them in the habit of the combined and dexterous employment of these capacities.

Lord Balfour is convinced that such exercises, apart from any other consideration, would be a most important aid in attaining some substantial objects at which all education must aim. Not only do they tend to improve manual dexterity and to render more alert the faculties of observation, but they are also pre-eminently useful in developing those habits of comradeship, of responsibility, and of individual resource, which are of supreme importance, not only to the nation as a whole, but to the individual pupil. Indirectly they bring the individual into contact with the principles which lie at the foundation of national defence, and they bring home to him his duties and responsibilities as a citizen of the Empire, while at the same time giving him an opportunity of strengthening and developing his physical powers, and rendering him more fit for his ordinary employment. Whatever form the military service of our country may hereafter assume, it is evident that the strength and security of the Empire as a whole, as well as that of every individual citizen, must depend upon the extent to which the moral elements of responsibility, duty, and readiness of judgment, along with the physical capacities, may be developed. Success in this can only be achieved by careful consideration of the best methods, and by employing these strenuously and zealously during school life. Attention to physical training becomes all the more urgent owing to the tendency of population to gather to the larger towns, where the opportunities for physical exercises are necessarily restricted.

Lord Balfour does not desire to make suggestions, and still less to give directions, with regard to the methods to be pursued. He thinks that it is of great importance that these should be studied and put in force by the Managers of individual schools, to whose judgment they must be left, and upon whose spontaneous action their success must largely depend. It would, he thinks, be better that this should be done without direct interference by any military authority, as such intervention might tend to give a false conception of the object to be attained. But doubtless the school authorities will be ready to avail themselves of those methods which careful study and experience have evolved, and to exact from those employed in giving such instruction a recognised and adequate standard of fitness for the work.

But the main object will best be attained by the action of School Managers in combination with Local Associations, which he trusts may be formed in different centres by leading and public-spirited inhabitants. Such Associations might greatly contribute to the work; and in particular, apart from the immediate work of the school, they might aid in providing the most simple and essential elements of military drill, and in the formation of Cadet Corps for those who have just left school. The formation of such corps would not only encourage the pursuit of a healthy and useful physical training, but would be an effective means of promoting intercourse and sympathy between different classes, and of influencing young men for good at an important crisis in their lives. In seaboard parishes it may well be judged expedient to develop specially that nautical training for which their situation gives opportunities, and in which the boys in these localities most readily find an interest, and acquire skill and dexterity.

As you are aware, under the new Code, grants are not based on the number of subjects taught, and an additional subject does not imply an additional grant. The grant (the amount of which in proportion to local effort must be based upon general considerations) is paid upon the general efficiency of the school, and that efficiency is tested by the adequacy of the training it supplies. Lord Balfour is of opinion that the thoroughness of the physical training must form a very important element in that test. He will direct the particular attention of the Inspectors of Schools to this subject; and it will probably be felt that fitness to judge of it ought to form an important qualification in those who aspire in future to fill such posts, and will not be found to be incompatible with the highest efficiency in other respects.

Lord Balfour directs me to say that he communicates with you now, in the hope of engaging interest and attention in the work, and of stimulating the formation of Associations of the kind he has indicated. If any means can be suggested in which he can give further aid, he will be glad to do so, to the utmost of his power.

I have, etc.,

H. CRAIK.

Youthful Offenders Act, 1901. Circular 347.

(Circular to School Boards).

Scotch Education Department.

31st January, 1902.

SIR,

I am directed to forward to you copy of a Circular which has been issued by the Secretary for Scotland in connection with the Youthful Offenders Act, 1901, and to call your attention specially to the last portion of it referring to Section 13 of the above-mentioned Act, a copy of which is printed below.*

My Lords have already in Their Circular of 10th October last, No. 327, referred to the assistance that may be obtained by School Boards from Police Authorities in carrying out their duries under the compulsory clauses of the Education Acts. Lord Balfour of Burleigh now desires to call attention to the valuable help which may, on the other hand, be given by School Boards to the Police by supplying them with information. My Lords hope that this information will be furnished not only when specially required for the working of Section 13 of the Act in question, but generally for the purpose of controlling and supervising the class of children from whom the greater number of youthful offenders proceed.

In regard to the action which should be taken by School Boards on receiving copies of entries in the Register of youthful offenders, as directed in Section 13 (3) of the Act, it is for the Board to consider on each occasion the

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*Youthful Offenders Act, 1901, Section 13.

"(1) In Scotland, in addition to any other register required by law, a "separate register of convicted youthful offenders shall be kept for every "summary court by the chief constable or other person charged with the "duty of keeping registers of convictions."

"(2) This register shall apply to offenders of such age, and shall in- "clude such particulars as may be directed by the Secretary for Scotland."

"(3) It shall be the duty of the keeper of the register, within three days "after each conviction of an offender under fourteen years of age recorded "therein, to transmit a copy of the entry relating to the offender to the "clerk of the school board for the burgh or parish in which the offender "resides."

precise steps that seem to be called for, which will vary according to local conditions and the special circumstances of the case. It may here, however, be pointed out that the matter will be one for the special consideration of the Attendance Committee in connection with the carrying out of the Education (Scotland) Act, 1901. If the offender is one who has been exempted from school attendance the fact should be noted on the register of exempted children which is required to be kept under Section 3 of that Act, and it will be the duty of the Board or Committee to consider, when the matter comes before them, in the first place, whether the exemption granted to the offender in question should be withdrawn; and, secondly, as regards the general rules by which they are guided in granting exemptions, whether the case offers any special features which might modify their practice in future.

There is, however, a wider aspect of the case which may usefully engage the attention of School Boards and Managers in connection with such returns of offences. Notwithstanding the prominence given in the Code (Article 19. A.2) to the matter of discipline and the inculcation of habits of self-respect and respect for others, there is too much reason to fear that the school is often looked upon merely as a place for imparting a certain amount of instruction in various subjects, while its importance as a place for the formation of good habits and the instilling of right principles of conduct is only superficially regarded. Of these two ends of school work, in so far as they can be differentiated, the second should rightly be regarded as the more important, and it cannot be too clearly realised that the discipline of the schoolroom has largely failed of its effect if it is not reflected in the bearing and conduct of the pupils outside of the school precincts, while it is not unreasonable to expect that it should have an appreciable influence on them even after they have left school. It is impossible to overlook the fact that the large numbers of convictions of juveniles for police offences as shown by the statistics of recent years is a reproach to the school system of the country, and no effort must be spared to reduce the number of these offences as well as to keep in check the disposition to rudeness and lawlessness which stops short of the commission of offences which are taken notice of by the Courts.

It may be that in the past the large numbers of children who through the operation of the existing laws obtained exemption from school attendance at an early age afford some explanation of this failure of school discipline to affect the conduct of children apparently of school age. But the Education (Scotland) Act of 1901 greatly extends the powers of School Boards in the matter of school attendance and enables them, where they think fit, to require attendance till the age of fourteen. School Boards in granting exemption before that age should consider with care the circumstances of each case, and the consequences as to conduct which may follow, and must accept full responsibility for their actions.

It is evident therefore that the Act of 1901 makes it incumbent upon School Boards to scrutinise most carefully the return of offences under the Youthful Offenders Act, particularly as regards those committed by children under the age of fourteen. The manner of dealing with offenders under fourteen who have been exempted from school attendance has already been referred to; it is no less important that cases of offences committed by children still in attendance at school should be carefully investigated with a view to determining whether they are traceable in any degree to laxity of school discipline, or to too restricted a view of the influence which the tone of a school ought to exert upon the general conduct of its pupils. Especially will this be the case when offences are repeatedly traced to the same school; and it may even be the duty of the Department in extreme cases of this sort, when brought to their knowledge, to reduce or suspend the grant to the school.

At the same time my Lords are not forgetful of the fact that schools vary greatly in the circumstances of the children attending them, and that other influences sufficient to counteract and nullify the influence of the school may

be the occasioning cause of the abnormal number of offences set against the pupils of a particular school. It will, nevertheless, be the duty of the school authorities in such cases to consider carefully and anxiously how the influence of the school may be strengthened, and, in conjunction with other local authorities, what agencies may be brought to bear to ameliorate the surrounding circumstances.

While school authorities have a more direct responsibility for the general conduct of pupils of school age, the statistics of offences committed by juveniles over fourteen years of age should not be overlooked. Due allowance being made for modifying circumstances, these statistics may be regarded in a measure as an index of the permanent effects of school discipline, and a consideration of its details may serve to confirm or modify conclusions otherwise arrived at as to the influence of particular schools.

I have, etc.,

H. CRAIK.

Circular 374.

(To School Boards and School Managers.)

Suggestions for Supplementary Courses in Day Schools.

Scotch Education Department,
16th February, 1903.

SIR,

1. As stated in paragraph 6 of Circular 358, Their Lordships have had under consideration the question of what is the most suitable curriculum of study to be followed in the interval between obtaining the Merit Certificate and leaving school, by those pupils who may be expected to be withdrawn at the minimum age allowed in normal circumstances by the Education (Scotland) Act, 1901. The general question.

2. It is so important that the knowledge of elementary subjects acquired at school should be intelligent, thorough, and, above all, permanent in character, that, were no other course possible, the period of school life under discussion would be usefully employed even if it were devoted solely to revising the work already gone over in preparation for the Merit Certificate Examination. It is scarcely doubtful, however, that such mere revisal work would be irksome to teacher and pupil alike, and the consequent loss of interest and absence of stimulus might well result in defeating the object aimed at. Apart from this possible result, it is certain that were the scope of the work restricted in this manner the additional years of school life now gained would not be turned to the best advantage.

3. On the other hand, while there is no doubt a certain disciplinary value in the study of even the rudiments of certain distinctively secondary subjects, as, *e.g.*, a language (ancient or modern), or geometry deductively treated, such subjects imply a new departure for which there has been little, if any, preparation in the previous studies of the pupil, and they demand, to be effectively studied for any practical purpose, much more time than can possibly be given to them by children who are to leave school at the age of 14. These subjects, therefore, cannot be made a necessary element of the curriculum. Nor should the curriculum which such pupils are to follow during the concluding portion of their time at school be dictated by the special requirements of a few exceptional pupils. The educational interests of the different sets of pupils should be provided for, but this should be done, wherever possible, in separate schools. My Lords are of opinion, from a careful consideration of the facts, that the tendency—not confined to any one class of school—to make one and the same school with one and the same staff serve many different functions is the weak point of educational organisation in Scotland as compared

with that of other countries, with which, in other respects, Scotland might justly challenge comparison, and They are satisfied that increasing division of function as between different types of schools is an essential condition of further educational progress. This division of function, as will be apparent from what follows, does not necessarily imply a distinction of higher and lower, but simply a difference of aim and purpose with a corresponding difference in the subjects of instruction. They would accordingly urge, in the case under consideration, that the exceptional pupils for whom instruction in secondary subjects (in languages particularly) is desired, should, wherever possible, be transferred at a sufficiently early age (say before 12 years of age) to schools, whether schools under the Code or Secondary Schools, in which these subjects form the staple of the curriculum. Such transference should nearly always be possible in towns and populous districts, and it is clearly to the advantage of both sets of pupils—those for whom instruction in secondary subjects is desired and those for whom it is not —that the transference should be made. But They recognise that there are many cases, particularly in rural districts, where such transference is difficult or impossible, and They have no desire to limit the freedom of instruction in such cases, provided always that the real interests of the majority of the pupils are not sacrificed to the special requirements of one or two.

4. The case, then, to be specially considered is that of those pupils who having reached a certain well defined stage of general education, will not enter upon the study of the specifically secondary subjects. Obviously the curriculum of study for such pupils in the remaining portion of their school life must be in the main a continuation and development of their previous studies. My Lords have already expressed the opinion that no mere repetition of previous work will in itself be sufficient; but They are equally of opinion that it is possible to give a fresh interest to the previous studies of the pupils, and at the same time to enhance their value, by putting in the forefront, at this stage, their bearing upon the probable practical requirements of the pupils' after-school life. What these requirements may be cannot, of course, be specifically determined in each particular case, but it will probably be found that sufficient definition will be given to the pupils' studies if the requirements of certain well defined groups of occupations are kept in view.

Special courses suggested.

5. Guided by these considerations the following differentiated lines of work are suggested:—

Preparation for commercial pursuits. (Commercial Course.)
Preparation for manual occupations and trades. (Industrial Course.)
Preparation for rural life. (Course for Rural Schools.)
For girls—Preparation for domestic duties. (Household Management Course.)

Suggestions as to the kinds of work suitable for each of these courses will be found in the Appendix. As the object of the courses is mainly to give a certain definition and sense of reality to the ordinary work of an Elementary School, those now suggested will probably be found sufficient for the purpose. But my Lords will be prepared to give consideration to proposals for special courses which—being sufficiently general in character—are deemed to be better suited to particular circumstances, or for any modification of those now suggested.

Instruction common to all courses.

6. But School work has for its end and aim objects more important than preparation in the narrow sense for any particular occupation. It should aim at producing the useful citizen, imbued with a sense of responsibility and of obligation towards the society in which he lives. It should render him—so far as the school can do so—fit in body and alert in mind, and should prepare him for the rational enjoyment of his leisure time, as well as fit him for earning his living. These are ideals, no doubt; but they are ideals towards which the school should constantly strive. It follows that instruction in certain matters of general import should in all cases be combined with, and should even take

precedence of, the instruction special to each of the courses of the preceding paragraph. An outline of the subject matter of this more general instruction is given under the following heads :—

(A). A study of English.

The main object of this study should be, if possible, to create a taste for good literature. What is wanted for this purpose is chiefly proper direction as to the choice of books for home reading, and an efficient system of reviewing, explaining and testing in school the work so done at home. The committing to memory after sufficient explanation, of suitable pieces of verse and prose should be a regularly recurring exercise. No time should be wasted on mere routine reading aloud in class, nor should much labour be spent upon the subtleties of grammatical analysis. The books for home reading should *not* be chosen from the literature of the day, nor, on the other hand, should they be too remote in language and sentiment to be easily comprehended by the pupils.

This study should include the systematic teaching of English Composition. It is to be presumed that at this stage the pupils have a fair acquaintance with the elementary principles of sentence formation, and attention should now be directed to enabling them to express a given sequence of ideas clearly, logically, and with a due regard to the proportion of the several parts of the composition. For this purpose it is not sufficient merely to give a pupil a subject, and then leave him to his own devices. The effort of composition is considerable in itself, and the pupil should not be distracted at the outset by the additional difficulty of finding material. To begin with, therefore, the subject to be written about should be discussed with the pupils, the several heads of the composition should be selected, and the question of the best order of treatment fully considered. Only gradually should these various helps be withdrawn and the pupil be left, first to make his own arrangement of given heads, and finally to find his own material for composition. For this latter purpose full use should be made of the books prescribed for home reading.

(B.) Certain general studies bearing upon matters which it concerns the pupils to know in after life, whatever the occupation followed may be. Under this head may be specified :

(*a.*) The proper care of the body, the value of exercise and of pure air, the proper selection of food, the means of preventing the spread of disease and various other matters such as might be treated in a slightly extended Ambulance course. Much of the instruction given under this head will necessarily be empirical, but it should, where possible, be referred to first principles, and the teacher should be careful to keep himself as far as possible abreast of the knowledge of the day in such matters.

(*b.*) Such information as to the institutions of government under which we live, the conditions of trade and employment, the history and growth of the Empire, the colonies, and the openings for enterprise which they afford, as will help to make intelligent and patriotic citizens. It is to be expected that in all cases the pupils should at all events have a direct knowledge of their own neighbourhood, of the historical monuments there to be found, and of the machinery of local government in their own parish, town, or county.

It is understood that the pupils at this stage will continue to take part, as a rule, in certain exercises common to the school. It may also be found possible to continue certain studies begun at an earlier stage, such as Nature Study, and Drawing, but it is of the essence of the proposals now made that there should be at this stage of school life a certain amount of concentration upon the more important subjects of the curriculum. It is consequently not imperative that the whole range of instruction suggested under Head B should be provided for in all cases.

Instruction special to the several courses.

7. With regard to the special instruction to be given in the several supplementary courses, my Lords do not expect, nor do They at all desire, that such instruction should attempt to take the place of that kind of knowledge which can only come from the daily practice of some particular occupation. But this instruction, rightly given, should make that practice more intelligent, and should remove certain difficulties from the way of the learner. It should be sufficiently general in scope to make it profitable even for those who for one reason or another will not follow in after life the particular group of occupations which has been kept mainly in view.

8. The outlines of instruction given in the Appendix are not intended to be exhaustive, nor are they intended to limit the discretion of managers and teachers in proposing courses of study which they may deem better suited to their special circumstances. At a later stage, as experience is acquired, it may be possible to make these suggestions more definite. But a reference to the Appendix will show that the kind of study there indicated, combined with that already described under heads (A) and (B) is likely to afford ample employment for the best energies of the pupils for the remainder of their school career. It will scarcely be contended that it is likely to be lacking in interest or in practical value, or that it makes insufficient provision for a thorough grounding in the essential subjects of an elementary education. Further, it may reasonably be hoped that the matter of instruction included in the various courses, if properly handled, may be made the occasion of a mental discipline not inferior to that which might be obtained from the early stages of secondary subjects.

Method of study proper to supplementary courses.

9. It is obvious that great differences will exist, particularly between town and country schools, as regards facilities for the formation of courses such as those now suggested. In considering the problem of these courses, my Lords have had constantly in mind the position of the small rural school taught by one teacher. In such circumstances class teaching of the small number of pupils who have reached the Merit Certificate stage is clearly out of the question. But my Lords are scarcely disposed to regard this as being, in certain respects, any real disadvantage. It has been frequently noted as one of the defects of the large town school, with its minute sub-division of classes, that the pupil is left little leisure to think for himself, and that the habit of depending upon the instructions and explanations of the ever present teacher is apt to become ingrained. On the other hand, it is the opinion of not a few experienced observers, that the country lad, as compared with his contemporary in a town school, shows towards the close of his school career greater intellectual resources, and that this is due, not so much to inherent mental ability or to any superiority in the teaching, as to the fact that—the aid of the teacher not being always available—he has been forced by circumstances to think for himself. Be this as it may, it is clearly desirable, in the case of a pupil who is to be more or less his own master at fourteen years of age, that there should be in school a period of preparation for this state of semi-independence, during which transition period he shall be regarded not as a pupil of a class, but as a student studying, under direction, certain subjects for ends which he himself in some degree realises and desires.

10. Not merely should self-reliance in study be fostered, but a sense of responsibility should be inculcated, by giving him at this stage some authority as regards conduct in the playground, and the minor matters of discipline, as well as a position of honour in exercises common to the school, such as drill. The boy at this stage tends to acquire a sort of authority among his schoolmates, and it is most important that this natural influence should be enlisted on the side of law and order, rather than that it should be driven, as it easily may be, into opposition. There seems to be no reason why it should not be turned to account in primary schools, as it frequently is in secondary schools, as an instrument in the development of character, and in the fostering of a healthy *esprit d'école*.

Application to small rural schools.

11. On this view of the method of study proper to supplementary courses, much of the difficulty which might seem to attend the formation of such courses in rural schools, disappears. Certain parts of instruction—as *e.g.*, in the subjects enumerated under head (B)—will be given to the pupils of the supplementary course along with the senior classes of the school; for the rest, the study of these pupils will be, as it ought to be, largely individual. In this connection, it is most important to observe that the pupil will be, for the most part, concerned with the application in fresh directions of studies in which he has already received some grounding. What he needs, therefore, is not so much continuous instruction as direction, guidance, and explanation, as occasion may require, and opportunity may offer. The case would be largely different were the pupil to break entirely new ground, as he would do, for instance, in the study of a language. There should, accordingly, be no difficulty in a rural school, with a small number of pupils in the supplementary course, in providing, where necessary, for several distinct lines of study for individual pupils. At the same time, the advantage arising from the stimulus of a common study and of the interchange of ideas regarding it among the pupils themselves should not be overlooked.

12. With any increase in the number of pupils taking a supplementary course, and the consequent probability that the staff of the school will be sufficient to admit of the headmaster or other teacher giving a certain amount of systematic instruction to those pupils, the argument for a common course becomes stronger. It is with this possibility in view that the suggestions for a course for rural schools have been drawn up. But it is, of course, also possible that in certain circumstances it may be preferable to follow one of the other courses outlined, *e.g.*, the Industrial Course. The girls in such schools must to a certain extent follow the same course as the boys,—as they may indeed do with advantage,—but they should receive special instruction in Needlework and Cutting-out; and it is much to be desired that County Councils or Secondary Education Committees acting for them, should employ well qualified teachers of Cookery and Laundry Work—possibly also of Needlework and other branches of Household Management—to give some instruction in these subjects, taking the schools of a given district in rotation

Supplementary courses may replace classes under the Continuation Class Code in rural districts.

13. In connection with the supplementary courses in rural schools, my Lords think it specially important to point out that these courses may be expected to serve many, if not most, of the purposes of classes under the Continuation Class Code. The formation of classes in districts with a scattered population is found for various reasons, *e.g.*, the distances to be traversed on moonless nights, the necessities of autumn and spring field operations, etc., to be a matter of considerable difficulty. Not merely do the supplementary courses offer an opportunity for more continuous, more prolonged, and better organised study in a special direction for pupils under fourteen years of age but the method of study being such as is described above, my Lords would hope to see a revival of the laudable custom formerly prevalent in many of the rural districts of Scotland, whereby youths long past school age were in the habit of returning to school at certain seasons of the year, not to receive instruction in class, but to pursue their own individual studies under the direction and with the occasional aid of a master. My Lords trust that this suggestion will receive the attention of School Boards and Managers, and that they will give careful consideration, not only to the means of providing opportunities for such study, but also to the best ways of securing that these opportunities shall be prized and sought for by the young people of the district.

Application to town schools.

14. In towns the opportunities for systematic instruction will naturally be much greater, and it may be expected that, as a rule, one and the same course (whether one of those given in the Appendix, or some approved modification thereof) will be followed by the whole body of pupils under the charge of the same teacher or staff of teachers. It is obviously in the interests neither of

economy nor of efficiency that each of (say) three schools serving approximately the same district should endeavour to provide within itself a triplicate course, *e.g.*, a Commercial, an Industrial, and a Household Management Course when, by a proper organisation and sub-division of labour, each separate course might be assigned to a separate school. For this, as well as for other reasons, it is desirable that the various elementary schools of a given town area under the same management should be regarded, not as separate entities, but as parts of the same organisation, thus permitting a free interchange of pupils at the stage at which the special studies of the supplementary courses are entered upon. My Lords will accordingly expect that, wherever circumstances permit such a grouping of schools, there shall be no unnecessary duplication of courses.

Suggestions for carrying out methods of study proposed.

15. But, whether in town or in country, whatever the opportunities for collective instruction may be, the distinguishing note of the work of the pupils in the supplementary courses should be individual study directed to practical ends. So far as the acquisition of knowledge is concerned, the object should be, not so much to impart information to the pupil as to exercise him in obtaining for himself from sources within his reach, and setting out, in an orderly manner, all necessary facts relative to a given topic. Great use may be made of the daily newspaper as a starting point of such investigations. For instance, having made an analysis of the shipping returns for a given port the pupil may ascertain the general character of its trade; look up in an atlas the various places mentioned in the shipping list; make note of their relative position and distance; gather from school geography, gazetteer, or encyclopædia certain information as to the more important of them; and finally set forth the information obtained in a well digested and orderly form. He may proceed to make a similar investigation for another port, and institute a comparison; or he may be referred to the sources of accurate information as to the total exports and imports of a place and be asked to make an analysis of these over a series of years. Similarly, historical allusions in the leading article, or elsewhere, in the newspaper may be made the occasion for reference to such sources of information as are to be found in the school library, and for a certain amount of collateral reading of authorities, the results of which should be embodied in *précis* form. All this is not matter for formal and regularly recurring lessons in geography or history, but for individual investigation extending over, it may be, several days. The newspaper will also be useful in other ways. Its various articles will afford material for exercise in *précis* writing; difficulties of vocabulary will give occasion for frequent and useful reference to the dictionary; above all, perhaps, the market reports will furnish a body of material for exercises in calculation much superior to the cut and dried examples designed to illustrate the rules of a text-book, while their perusal may be made the occasion of acquiring much incidental information of practical value. It is by means such as these that a sense of actuality may be given to the work and a spirit of initiative cultivated in the pupils. But the examples given are not intended as directions to be implicitly followed; it is much more important that individual teachers should exercise their ingenuity in devising for themselves the best means they can for achieving the essential objects aimed at.

Necessary equipment.

16. The exercises in the preceding paragraph presuppose that every school with a supplementary course will be equipped with a proper set of reference books, *e.g.*, a standard dictionary (etymological), a reference atlas with index, various historical books, including a handbook of European history, a biographical dictionary, a dictionary of dates, and one or more of the comprehensive year-books now issued by various publishers.

It is also highly desirable that such schools should possess a small lending library of carefully selected books of literature.

17. It is Their Lordships' intention that supplementary courses of the kind indicated in this circular should be eligible for grant under Article 21 of the Code, and any changes in the Code which this may render necessary, will be proposed for the approval of Parliament. Proposed alterations of the Code.

18. They have also in view the necessity—in consequence of the altered conditions of School attendances—of making certain changes in the regulations for the Merit Certificate. Under present regulations it can no longer be regarded as being, properly speaking, the Leaving Certificate of the Elementary School.

It will be preceded by a qualifying examination designed to secure that a pupil entering upon the special courses dealt with in this Circular (or passing into a higher grade department) shall have reached a sufficient stage of advancement in the general range of studies of the Elementary School.*

The Merit Certificate granted on leaving school shall take account of work done in the supplementary courses. It will state that the holder, after passing the qualifying examination at a certain date, has pursued a certain course of work corresponding to one of those indicated in the present Circular, and will specify the value put upon his attainments in the several subjects of the course so far as these admit of specific mention.

I have, etc.,

H. CRAIK.

[Memorandum issued with Circular.]

Circular 374.

Copies are enclosed for the use of the Members of the School Board or Managers, and for circulation among the staff of each school. One copy must be filed in the portfolio of each school.

Additional copies will be supplied on application.

Scotch Education Department,

16*th February*, 1903.

APPENDIX.

SUGGESTIONS FOR SPECIALISED INSTRUCTION IN THE SEVERAL COURSES REFERRED TO IN THE CIRCULAR.

In making these suggestions, my Lords desire it to be clearly understood that the aim has been to indicate certain *possibilities* of each line of study for the benefit of those pupils who may continue in attendance at a Supplementary Course after fourteen years of age, or who may return to school for special study in the winter, in the manner suggested in Paragraph 13 of the Circular; it is neither expected nor desired that any attempt should be made to cover the whole programme suggested for each Course before the age of fourteen. This applies more particularly to the programme suggested for the Industrial Course. In that Course it would be unreasonable to expect that more than a small portion of the work suggested should be overtaken before the age of fourteen; but it is most important that what is done should be on lines which may be followed out without any essential change in method, when attendance at the more advanced Continuation Classes comes to be substituted for attendance at the day school.

N.B.—It is understood that the instruction described under heads (A) and (B) of the Circular will be given in *all* Courses.

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* On this examination no certificate will be awarded.

Commercial Course.—(1). The main object of the Commercial Course will be as complete an understanding as possible of the principles of Arithmetic and expertness in making calculations. But the understanding and expertness will be acquired through familiarity in dealing with concrete cases, such as actually occur in business transactions. Every possible method of arriving at a result should be considered, and the reasons for the superiority of certain methods fully discussed. Even such exercises as the construction and use of a ready reckoner should not be disdained. In this course the pupils should be made thoroughly familiar with the calculation of sums in decimal money, and should be accustomed, even in dealing with sums in British money, to express shillings and pence directly and automatically in the form of decimals of a pound. Even if no practical purpose is served thereby in the immediate future, it nevertheless remains true that such exercises form one of the best and most convenient means of acquiring a mastery of decimal notation.

(2). The principles, and some of the more ordinary devices, of Book-keeping should be explained and illustrated by the keeping of accounts in very simple form.

(3.) The purpose and proper form of the more common commercial documents, such as invoices, accounts, receipts, cheques, etc., should be explained.

(4.) There should be systematic exercises in Handwriting, designed to secure *speed*, while preserving legibility and correctness of form. It is matter of common complaint that the good style of handwriting which my Lords are glad to believe is a very general characteristic of schools under the Code, soon gives way under the stress of office work, and it is probable that this is in some degree owing to the want in school of graduated speed exercises, such as those here indicated.

(5.) Shorthand may also be added where time permits, but my Lords do not regard this as any necessary part of the Commercial Course.

Industrial Course.—(1.) The essential object of this course should be to give the pupil such a knowledge of Geometry and Mensuration as can be acquired experimentally by the construction and exact measurement of figures drawn to scale by the use of various instruments, such as compasses, protractors and set squares. In this way a real understanding of the fundamental propositions of Geometry relating to angles, the various relations of the sides and angles of a triangle, the measurement of rectilinear plane figures, and various properties of the circle and of similar figures, may be acquired, as well as the power of applying this knowledge to actual problems of construction or measurement. The use of graphs to indicate the relation of varying quantities should be taught. It may be found possible to add some elementary instruction as to the measurement of solids. The teacher should not hesitate to adopt devices borrowed from any province whatever of Mathematics, if only they are found to be within the comprehension of the pupil. The distinguishing feature of the course should be that at every stage the pupils deal with concrete problems, and not with developments of mathematical theory. The correct use of mathematical instruments is a matter of prime importance, and exactness of measurement should be insisted upon.

(2). Incidentally, the course will give considerable scope for the practice of Applied Arithmetic. In addition to the ordinary foot rule, decimally divided scales should be in constant use, in order that, as in the Commercial Course, the pupils may be familiarised with decimal operations, and may acquire a knowledge of the principles of the Metric System.

(3). The work should include some practice in money calculations, though not to the same extent as in the Commercial Course.

(4). To this course should be added workshop practice (woodwork and ironwork) in which the pupil, besides being taught the proper use of tools is exercised in the production of objects from working drawings, as well as in the construction of such drawings from actual objects, in simple plan and elevation, or in isometrical projection.

(5.) Some instruction should also be given in the simple principles of Mechanics, and pupils who have reached a sufficient stage of advancement may be introduced to the consideration of such problems as are contained in the elementary text books on Building Construction, or Machine Construction and Drawing.

Course for Rural Schools.—(1). The special instruction relative to this course should obviously be in matters pertaining to Agriculture and Horticulture. The Nature Study lessons given in the earlier stages of school life should now be so amplified and extended as to be useful afterwards in the work of field or garden. School gardens, such as are now common in America and on the Continent would prove a most valuable adjunct to the lessons, and the time spent in giving practical instruction therein would, under reasonable restrictions, be reckoned as part of the school course. Much, however, may be done with window boxes and flower pots in the way of experiment and observation on plant reproduction and growth, the influence of various manures in increasing the fertility of a soil, etc. The rocks and soils in the neighbourhood should be carefully studied and their relations established. The suitability of different soils for particular crops might afterwards be considered from the farm practice of the district. The life histories of weeds and insect pests could be worked out and simple remedies against them tested. Wind and insect pollination of plants would also prove a most interesting study, and would naturally lead to observation on bees and bee-keeping at the nearest bee-hives. A few well-illustrated lessons in the rudiments of chemistry would serve to bring home to the pupils the more important facts connected with the nutrition and work of plants, and the relations of air, water and soil, to both vegetable and animal life. This gives a brief outline of the nature of the instruction which may be undertaken, but the intelligent teacher, knowing his ground, will be able to suggest many other lines along which the school time may be advantageously spent. From the observations made, inference as to the farming practice may from time to time be drawn; but it is important that the course should be a training of the observing and reasoning faculties, such as will be of value to the pupil whatever his future occupation may be, and not simply a committing to memory of facts relating to any branch of Natural History or Agriculture.

In any inferences as to farming practice that may be drawn, the teacher should be careful to be guided by the best expert opinion available, and full use should be made, both for purposes of illustration and for drawing inferences as to correct farming practice, of any Experiment Stations conducted in the neighbourhood by the Agricultural College of the District.

(2). As subsidiary subjects, the following should find a place in the course. (*a*) Instruction in Geometry on the lines already indicated for the Technical Course, but leading up to land measuring and simple exercises in surveying. (*b*) The study of newspaper market reports and exercises in calculations based upon them. (*c*) The keeping of accounts.

Household Management (*Girls' Course*)—(1). The special aim of this course should be to give the pupils an intelligent and well-grounded preparatory knowledge of the essential branches of housewifery. The course should comprise a series of carefully co-ordinated lessons in housekeeping (the care of rooms, furnishing, and clothing; marketing and the keeping of household accounts; cookery, laundry work, and needlework, especially mending, darning, and cutting-out). It is important that these various branches should be treated, not as isolated subjects to be taken in separate courses and then dropped, but as parts of a whole conducing to one end.

While this course must, from the nature of it, be mainly practical, yet it may be made a valuable instrument of mental discipline, if care be taken to secure that practice is always intelligently based upon reasoned and well-illustrated theory. By clear explanation, illustrated whenever possible by simple experiments, the pupils should be made to understand and appreciate

the "reason why" of the detailed practical methods taught; and they should be trained and encouraged to observe, test, note, compare, and infer for themselves.

In Girls' Courses thus treated, some extension would fitly be given to certain of the topics of general education enumerated under head (B) (*a*). In particular the subject of the proper feeding and care of infants should receive attention.

It would be of much advantage towards thorough efficiency that the above instruction—at least, as regards its general direction—should be in the hands of persons who are not merely expert in various branches of household work, but who combine therewith a good general education, some scientific training, and some insight into the problems of education.

(2). The following may be specified as subsidiary subjects of this course: (*a*) Certain applications of Arithmetic—*e.g.*, expertness in calculating prices, familiarity (acquired by practice) with the common weights and measures and their sub-divisions, and accuracy in estimating quantities generally. (*b*) Practice in scale drawing as applied to the making of diagrams for cutting-out. It is possible that in certain cases this may be extended so far as to make at all events, a beginning of such experimental study of Geometry as is indicated for the Industrial Course. (*c*) Dressmaking and the use and care of the Sewing Machine.

II. INTERMEDIATE EDUCATION.

Higher Grade (Science) Schools. Circular 221.

(Circular to School Boards and School Managers.)

Scotch Education Department.
19th August, 1898.

SIR,

I am directed by Lord Balfour of Burleigh to bring under your notice the following proposals for the recognition of a distinct class of Schools by this Department. His Lordship desires to give ample notice of these proposals, so that school authorities may make their plans accordingly. The detailed conditions, such as are set forth in the Scotch Code for ordinary Schools, will be published hereafter.

For the further encouragement of instruction in Science and Art in combination with a sound scheme of general education, a grant will be made on the following conditions to the Managers of Schools which provide a satisfactory course of instruction extending over not less than three years to pupils who have obtained a merit certificate or otherwise satisfy the Department of their capacity to profit by such advanced instruction.

1. The Department must be satisfied that the school possesses a proper equipment for instruction in Science and Art, viz., sufficient Laboratory accommodation, with the necessary apparatus for instruction in Science, suitable drawing tables or desks, and an adequate provision of examples for instruction in Art, and as a rule a workshop or room specially adapted and equipped for instruction in the use of tools.

2. A course of instruction extending over at least three years must be submitted to and approved by the Department, and this course shall make provision for the following :—

(A.) *Experimental Science.*—Not less than four hours a week, of which at least two hours must be spent by each pupil in practical work. The course in Science should proceed from elementary exercises in measuring and weighing, and calculations based thereon, to the experimental investigation of elementary notions of Physics and Chemistry. In rural schools, and in summer, some investigation of plant life and of the elements of Botany should be added. In the third year at least three hours a week of practical work will be expected from each pupil.

(B.) *Drawing.*—At least two hours a week. The course in its earlier stages should embrace instruction in Freehand Drawing, Model Drawing from common objects as well as from geometrical models, and drawing to scale of plan, elevation, and section. It should be followed or accompanied by simple exercises in the elements of design. In the higher stages the course may bifurcate, attention being given principally either, on the one hand, to the development of artistic faculty, or, on the other hand, to the instruction of the pupils in the various forms of Mechanical Drawing which find practical application in the workshop and the drawing office.

(C.) *Mathematics.*—At least four hours a week.

(*a.*) Geometry and Mensuration—Practical and Theoretical. The course of instruction in Euclid should be preceded or accompanied by exercises in Practical Geometry, and should, where possible, have a practical application, as, *e.g.*, to Mensuration. Mensuration should at the outset be based upon the experimental determination of surfaces and volumes which forms part of the course of experimental science, and may ultimately include exercises in Surveying, involving simple applications of Trigonometry.

(*b.*) Higher Arithmetic and Algebra.—A thorough knowledge of decimals should be acquired, based upon the actual calculations required in the experimental course in Science ; the commercial applications

of arithmetic, and in certain cases the arithmetic of artificers, should be studied, and exercises in mental calculations in these branches should be constantly given. Algebra should at the outset be treated as an extension and generalisation of arithmetic.

(D.) *History and English Literature.*—The first two years in the latter subject should be devoted to cultivating a taste for good literature by the reading of interesting works of good style and elevation of sentiment. These should be studied largely at home, and discussed at school. Examinations should be held as to their contents, themes set upon them, difficult passages paraphrased, and choice passages learnt by heart. Parsing and analysis should be treated as subsidiary subjects, and in so far as they are necessary to the full understanding of the language.

The same years should be devoted to a revisal of previous knowledge of History, and to obtaining a clear chronological conspectus of the succession of events in English and Scottish History as an aid to future reading.

In the third year a definite period of History may be studied with special reference to its literature and the general state of civilisation in Europe at the time. Some representative book or books of the period should be studied in detail. At all stages the historical origin of present-day institutions should be kept in view, a spirit of patriotism should be cultivated, and some instruction should be given in the rights and duties of a citizen (controversial topics being avoided).

(E.) *Geography.*—A revisal of previous knowledge; the reading of maps (*e.g.*, of contour lines) and their construction; elementary exercises in surveying and mapping, a thorough regional survey, by means of excursions, of the physical geography, flora, fauna, and historical antiquities of the district in which the school is situated; a study of commercial geography, based largely upon the shipping and trade news of the daily papers.

(F.) *Manual Instruction.*—At least three hours.

Girls.—Needlework and Dressmaking, Cookery.

Boys.—Woodwork, Ironwork, Clay Modelling. In the latter subjects, and in dressmaking for the girls, the pupils will be expected to make a practical application of the drawing taught in the school, and the knowledge acquired in the science lessons can, to some extent, be turned to account for the explanation of the processes in cookery.

(G.) Provision should be made for adequate physical exercise of a systematic character and for instruction in the theory and practice of (vocal) music.

My Lords do not propose to prescribe a minimum time for the instruction in subjects (D) and (E); but They would suggest that from five to six hours a week should be given to the study of History and English Literature and two hours to Geography.

The foregoing subjects, their practical application being kept constantly in view, afford, it is believed, adequate material for the instruction of pupils whose systematic education is to cease at the age of 15 or 16, and my Lords desire to impress upon managers the desirability of securing thorough instruction in a well-defined range of subjects, instead of dissipating effort upon unrelated subjects. But the following are suggested as additional—or, under certain circumstances, alternative—elements of the curriculum. Such additions to the curriculum will be subjected to careful scrutiny before they are sanctioned, and such sanction will be largely based upon the fact of some preparatory instruction in the subject having been given in the junior school.

(H.) *One Modern Language.*—In all cases proof of competent knowledge of the language on the part of the teacher will be demanded, but where the subject is taught by a teacher who possesses conversational

facility in the language, part of the time allotted to other subjects in the preceding sections may, if necessary, be devoted to this subject, particularly in the case of girls. In no case, however, will the experimental treatment of Science be dispensed with.

The object and method of the instruction in Languages must in all cases be practical, and whatever method may be pursued in the beginning the result at the end of the course should be that the pupils are able to read simple narrative in the language at sight, and to understand and reproduce both orally and in writing the substance of a conversation on everyday topics, or a simple description. *Unless there is reasonable probability of these objects being attained the subject should not be attempted.*

(K.) Various subjects of practical instruction having in view the preparation of pupils for their probable future occupations, may properly find a place in the programme of studies. Such subjects are Book-keeping, Shorthand, Typewriting, Laundry work, Housewifery, Dairying, Gardening, etc. Instruction in these subjects should not be given indiscriminately to all pupils, and in no case should it be in substitution for instruction in subjects of a more disciplinary character.

3. Their Lordships must be satisfied that the teachers have a competent knowledge of the subjects which they are to teach—in each subject individually and in the case of Science, that they have had experience in treating the subject experimentally.

4. As a rule not more than forty pupils in a class may be instructed by one teacher at one time, nor more than twenty-five in practical work. Each period of practical instruction shall be of at least one hour and a half in duration.

5. Every such school or department must be under the management of (a) a public statutory authority, (b) governors in terms of any scheme or Provisional Order issued pursuant to an Act of Parliament, (c) private individuals specially approved for this purpose by Their Lordships, who are in a position to undertake the financial responsibility for the work. It must not be conducted with a view to private profit; must be specially approved as required by the educational circumstances of the district; and must be accessible to pupils of all classes who show the requisite attainments.

Their Lordships must be satisfied that there is an adequate contribution from local sources, and for this purpose they will require the production of a balance sheet showing clearly the income and expenditure of the school as a unit, independently of any junior or preparatory school with which it may be connected.

6. When a school satisfies the foregoing requirements it will be placed on a special register, and will be inspected from time to time as Their Lordships shall decide. For the purpose of inspection a record of the work of each class in each subject must be kept, and the examination of pupils will be strictly confined to the profession shown by the record of work, but the Inspector will report whether the work overtaken at any given time is a reasonable fulfilment of the syllabus originally approved, and will submit for Their Lordships' consideration such comments and criticisms upon the organisation of the work as he may think called for.

7. If the foregoing conditions are fulfilled, and if it appears from the report of the Inspector that the school is giving an efficient education of the practical character aimed at, a grant shall be paid to the school at the following rates:

	£.	s.
(*a*) For each pupil in average attendance who, having obtained a merit certificate takes the first year's curriculum - -	2	10
(*b*) For each pupil in average attendance who, having completed the first year's curriculum, proceeds to the second year's curriculum - - - - - - - - -	3	10
(*c*) For each pupil who, having completed a two years' course, continues his studies to a more advanced stage - - -	5	0

The total grant thus arrived at may be increased by one-tenth in cases of exceptional efficiency.

The grant may be reduced by one or more tenths for serious defects of equipment, organisation, discipline, or instruction; or, after due warning, a school for these causes may be removed from the register of schools eligible for this special grant. A school may also be removed from the list if, after due probation, it does not appear that a reasonable proportion of the pupils proceed to a second or third year of study.

In the year 1898-9 a grant at the rate for the first year will be paid on the attendance of all pupils beyond Standard VI., excepting the attendances of those pupils whom the Inspector may report not to have reached such standard of education as makes them capable of profiting by the instruction given. In the following years the condition as to merit certificates will be insisted upon and the higher proportional payment allowed for pupils who take a second or third year curriculum.

Any school, whether previously State-aided or not, may be placed on the list of Higher Grade schools of this class provided it satisfies the preliminary conditions, but in the case of a school previously aided from the Parliamentary grant, the above grants shall be in lieu of all grants which might have been earned under the provisions of the Code on account of the pupils in question, excepting always the grant in lieu of fees, which will be allowed on the conditions set forth in Chapter IV. of the Code.

The grants under this Minute are not subject to reduction under Article 32 (*a*) of the Code.

8. The school year of all such schools shall end on the date immediately preceding the summer vacation, and the work of the year may be conveniently divided into three terms.

An examination for merit certificates will be held in the district in which the school is situated towards the close of the school year, to which pupils who propose to enter the school in the ensuing session, and who have not already obtained merit certificates, shall be admitted.

9. No registration for separate subjects will be required, but the registers must not contain the names of pupils who have not obtained the merit certificate, and the attendances made in each year of instruction must be separately shown.

10. A time-table in conformity with the approved syllabus must be submitted each year. No time-table which shows an undue complication of subjects will be accepted, and the time-table, when approved, must be closely adhered to, any deviations, whether in the case of classes or of individual pupils, being specially recorded. Timely notice must be given to the inspector of the district, and to the science inspector, of any closing of the school or of any considerable departures from the time-table. These conditions, as to time-tables, will be strictly insisted upon as a means, in the absence of the annual fixed examination, of securing that the work of the school is being regularly carried on in accordance with its profession.

11. The leaving certificate examination shall be open to pupils of these schools, but these examinations shall be regarded as personal examinations, and no grant shall be payable on their result, nor shall the success of the school be measured by the number of leaving certificates obtained.

12. Pupils who have taken a third or fourth year's course, and these only, may be presented for a leaving certificate in practical science. The examination for this certificate shall be practical, and be conducted in the laboratory of the several schools. The practical examination may, if thought desirable, be supplemented by a written examination.

13. In addition to the separate science certificate, a complete leaving certificate of a Higher Grade school shall be given to those pupils who have completed a three or four years' curriculum in such schools, and who, in addition to passing the practical examination in Science, shall have obtained leaving certificates (for separate subjects) in such number of other subjects as may

be fairly held to constitute a full curriculum for the school. The subjects, and their number, which are required, in order to obtain a complete leaving certificate of the Higher Grade School, may vary with the school and shall be relative to its approved curriculum.

I have, etc.,
H. CRAIK.

[*Note.*—The proposals of this Circular, as will be seen, were for the establishment of Higher Grade *Science* schools, the fund from which the grant would be paid being derived in large part from the commutation of the Science and Art grants formerly paid to schools under the Code. But, with the consent of the Treasury, these proposals were given a wider scope when they came to be embodied in Chapter IX. of the Code of 1899, and Commercial or other courses were allowed as alternatives to the Science course. By the footnote to Article 138 of the Code of 1903, a course of *general* education may be substituted for the special courses referred to above.]

Circular 234.

Higher Grade (Science) Schools.

(Circular to Managers).

Scotch Education Department,
7th December, 1898.

SIR,

The courses outlined in the appended Syllabuses are submitted as typical of the kind of work in experimental Science which my Lords desire to be undertaken under the Scheme for Higher Grade (Science) Schools. They are also such as in certain circumstances would be accepted under paragraph 3 of the Minute of 15th August in lieu of the Syllabuses of particular subjects in the Science and Art Directory.

Their Lordships desire it to be distinctly understood that the adoption of any of these courses is not imperative. On the contrary, They think it important that They should have before Them for Their future guidance the results of a considerable variety of independent courses. They desire, further, that every teacher who as the result of thought and experience has arrived at clear conclusions as to the course which it is desirable to follow should have every reasonable opportunity for putting his ideas to the test of experience. Where alternative courses are submitted, care should be taken to see that the various exercises follow each other as far as possible in a well defined and logical order, so that in the end the results obtained may be connected in the pupil's mind by a clear process of reasoning, even though the reason for particular steps may not always have been apparent to him at the time.

In the working out, whether of these or of any alternative courses, the following points should be kept in view:—

The object of the course is not primarily the acquisition of a number of facts, but the implanting in the minds of the children of the habit and spirit of accurate investigation—a process which may be made the means of mental discipline of the highest order.

It follows from this that the investigation by each pupil individually, and for himself, of a definite problem in the laboratory, is of the essence of the work, and demonstrations by the teacher must take a secondary place. The work in the laboratory may be *preceded* by such explanation as may serve to make clear to the pupils the nature of the question to be studied and to connect it with their previous knowledge; it should be *followed* by a comparison of the results obtained, discussion of divergencies, and the bringing out of general conclusions. Demonstration by the teacher may be employed to

confirm these conclusions, or to illustrate their bearing. The business of the teacher will be to guide and direct, to awaken interest and to suggest fresh problems; never simply to tell. That he may adequately discharge this function it will be necessary that he should give much time and thought to the arrangement of his work and to the careful preparation of experiments and problems for the pupils, and the special duty thus laid upon him should be taken into account in apportioning his time of service in the school.

It is clear that for the purpose of orderly teaching the pupils of a class should be engaged at any one time in the investigation of questions of the same general nature, but the problem to be studied may be presented to each pupil, or each set of pupils, in varied forms. It is suggested, for example, that in the exercise which involves the finding of a residue on evaporation of water, one section of the class should evaporate spring-water, another sea water, and a third tap-water; that in finding the weight of one cubic centimetre of water, one section should weigh 100 cubic centimetres of distilled water, another 100 cubic centimetres of tap-water (cold), another 100 cubic centimetres of hot tap-water or hot distilled water, &c. Provided that the results obtained can be used to establish some common principle, the actual investigation assigned to each pupil should be, as far as possible, individual. The practice of associating pupils in pairs for all investigations, though it is not for the present forbidden, is not to be commended.

Of scarcely less importance than the actual observation, is the truthful and clear recording of results. For this purpose it is suggested that each pupil should be provided with a book (preferably with some pages ruled in squares), in which he should keep a continuous dated record of his observations throughout the year. In this book an account of the several investigations conducted by the pupil, and of the results obtained by him individually, should be entered in the laboratory and at the time. In the circumstances, it is not to be expected that this statement of work done should be in any way elaborate, but it should at least be clear and free from slovenliness. It should also be illustrated by neat and careful drawings of a simple nature, where these in any way serve to elucidate the work in hand.

If (say) the right-hand pages of the book be reserved for the statement of work done by each pupil individually, the opposite pages may be devoted to a statement of those more general results which have been arrived at by inference by the class as a whole in conference with the teacher.

Finally, the more important quantitative results, such as relative densities, boiling points, &c., should be tabulated as they are arrived at, towards the end of the book, to serve as an aid and guide in further investigations.

It will be observed that a considerable part of the first year's course is occupied with what may seem very elementary exercises in measurement. It is essential that the pupils should become thoroughly familiar with the units of length, area, and volume, and should acquire skill in the use of the various measuring instruments. But these objects being attained, it is suggested that this part of the course should not be unduly lingered over. It is hoped, indeed, that in time such exercises—which can for the most part be performed in the ordinary class-room—will be included in the work of the higher classes of the elementary school proper, and that pupils entering the Higher Grade Schools may be able to proceed at once to more advanced investigations.

The course when fully followed out should result in the acquisition by the pupils of a considerable knowledge, and that of a sound and permanent nature, of various natural phenomena. Every means should be taken to convince the pupils that the results arrived at are true in the outside world as well as in the laboratory. For this purpose the simplest apparatus consistent with accuracy should be resorted to, and no opportunity should be lost of pointing out the bearing of the results obtained on the industries and occupations of everyday life.

But while this practical object is of great importance, my Lords desire to repeat that the prime object which They have in view in instituting these courses is to render them available as a means of mental discipline. Their Inspectors will accordingly be instructed in investigating the value of the work done, to have regard to its spirit and method, and to the intelligence, power of initiative, and self-reliance shown by the pupils, rather than to the amount of examinable knowledge acquired. They are not without hope that the results obtained will encourage teachers to apply similar methods to other parts of school work to which they may not seem at present so readily applicable.

I have, etc.,

H. GRAIK.

APPENDIX.

HIGHER GRADE (SCIENCE) SCHOOLS.

SYLLABUS OF INSTRUCTION IN EXPERIMENTAL SCIENCE.

First Year's Course.

Introduction.

The first lesson, or part of it, should consist of an effort at classification. The pupils should be asked to write out in separate columns lists of substances like stones, like water, like air, and different from any of these. This should precede any instruction on the part of the teacher. A discussion of the obvious differences of air, water, and common solids will follow during this or a subsequent lesson. The terms "solid," "liquid," and "gas" may be here used without any formal definitions being given. The terms "heavy" and "light," "large" and "small," will have been used; and, though there are other properties demanding careful study, it will yet be advisable to seek first for more exact expressions for "weight" and "volume."

Measurements of lengths, areas, volumes.

The need for a unit of volume, a unit of area, and, as a basis for these, a unit of length, will be evident; and laboratory practice in the use of the yard-stick, the metre-stick, the measuring-jar, and the burette will follow. Consideration of the history of the selection of the metre as the unit of length is not advisable, but the relation between the British and the Metric systems should be found out by comparison of the numerical values obtained by measurement of the same length in inches and in centimetres. This would be a favourable opportunity for revising decimals in the arithmetic lessons; and the pupils should learn from practice in its use to appreciate fully the value of a decimal system. Exercises in measurement of lengths, areas, and volumes should not be unduly prolonged; they should cease as soon as the pupils can determine with fair accuracy areas of triangles, quadrilaterals and circles in square centimetres and square inches; of the laboratory tables or class-room walls or floor in square metres and square feet; the volumes of a cube, a square prism, a cone and a cylinder in cubic centimetres and cubic inches; the capacity of a flask in cubic centimetres and of the class room in cubic metres and cubic yards. These measurements are merely a means towards an end, but interest will be added to them and their usefulness increased if they be employed to find out or to verify certain well-known relations. For example, exercises in length measurements may be employed to find out the ratio between the circumference of a circle and its diameter; area measurements to establish some of Euclid's propositions; and volume measurements to discover the relation between the volumes of a cone and a cylinder of the same base and altitude. The volumes of regular solids will be first found by displacement of water; and those obtained by measurement and calculation will be compared with such earlier results; confidence in the former, as a method of obtaining the volume of an irregular solid, will be thus

Verification of well-known propositions.

established. It may be well to remember that the exercises in Geometrical Drawing can be frequently made use of to assist in finding, or to confirm, the results of those now under consideration.

The use of the balance will follow. It would be unwise to devote any time to the theory of the balance; sufficient explanation to enable the pupils to weigh accurately is all that is necessary. The class, now able to find weight and volume, is ready for the conception of *density*. Relative densities of solids should be found, also the weight of one cubic centimetre of water, the volume of a small flask (by weighing the water it will hold), and then the relative densities of methylated spirit, milk, and sea-water with the help of the flask. It is of the utmost importance to direct the attention of the class to the fact that *all* their results for the weight of one cubic centimetre of water are *less* than those obtained by the best workers under given conditions. If the experiment has been tried in the manner previously suggested, a discussion of the results will point to *warmness* having something to do with the *lowness* of the result. It may be advisable to postpone further inquiries at this stage.

Relative densities.

It is a matter of common experience that things weigh less in water than in air. An inquiry will be set on foot to test the truth of this proposition; the principle of Archimedes will be verified, and applied to the finding of densities, and the results compared with those previously found. The method of securing the most accurate results will be evident, but the value of confirmation by different methods should be pointed out and insisted on wherever possible.

The principle of Archimedes.

The study of the density of gases had better be postponed, but it will be advisable at this stage to show that air is in reality *something* that exerts pressure and has weight. The ordinary experiment of forcing a tumbler mouth downwards into water will suggest the one property, and the other can be easily demonstrated by weighing a flask (1) full of cold air, and (2) full of hot air, and in other ways. The alteration in weight will require some explanation: the experiment of finding the weight of one cubic centimetre of water will be recalled; expansion will be suggested as the explanation of both results; and solids, liquids, and air will be submitted to experiment to test this theory. At first the experiments will be qualitative, but it will be necessary to investigate the constancy or irregularity of expansion by taking, say, in the first instance, different lengths of copper and iron and calculating the expansion in each case to fractional extension per metre according to the variation between the temperature of the tap water and that of boiling water. A quantity of water and of mercury might be similarly dealt with, and the principle of expansion suggested as a means of determining *hotness* or temperature. The reasons why mercury, rather than any other substance, is chosen are unsuitable at this stage. A most instructive exercise would now be to put a Centigrade and a Fahrenheit thermometer side by side in a mixture of ice and water over a slow flame and to ask the pupils to record the temperature every thirty seconds until the water boils. A curve should be plotted. What the lesson teaches about the two thermometers should be clearly brought out The importance of what becomes of part of the heat (latent) is not to be overlooked, but an inquiry into its cause, even an explanation of the physical meaning of the horizontal parts of the curve, may be deferred: it will be sufficient to note such facts carefully for future reference.

Expansion.

The Thermometer.

Returning now to the question of pressure of the air, earlier experiments will be referred to, and the subject further illustrated by taking a piece of glass tubing about one metre long (open at both ends), and inserting it perpendicularly in a basin of mercury. The air should be reduced as far as possible by sucking. The mercury rises in the tube, the rise, however, being limited. Inquiry as to the cause of the limit. The Mercury Barometer; Hare's apparatus. Application of the principle in the working of pumps and in the use of the syphon. The attention of the class should be directed to the necessity of stating the conditions under which the volumes of gases are measured. An inquiry into an exact statement of the influence of temperature

The Barometer.

(Charles's law), and of pressure (Boyle's law) need not be entered upon, but the advantages of measuring at atmospheric pressure and at a common temperature—say the temperature of the laboratory—should be made quite clear. The danger of generalising from insufficient data (air only) will be avoided by drawing attention to the work of other experimenters on other gases.

The effect of summer heat on pools of water may introduce the question of evaporation. A quantity of natural water will be evaporated and a residue found; water dissolves substances; quantitative study of the solvent action of water; use of solution in separation of mixtures; distillation, and the conception of pure water. Evaporation, solution and distillation.

Second Year's Course.

Heat common metals (lead, copper, iron, silver, magnesium, tin) in an iron spoon over a gas flame and record results. Note that some of the changes (change in colour of silver, softening of iron, etc.) are temporary, lasting only while heat is applied, while others are permanent. Mercury should be heated in a "Florence flask," furnished with a cork, and a long tube to act as condenser. (This experiment must be continued for two or three days in order to obtain a sufficient amount of the product.) Effect of heat on bodies.

The effect of heat on sulphur, salt, chalk, coal, bread, and lean meat may also be investigated.

Iron filings are weighed, moistened, and allowed to rust, then dried and weighed again. The increase in weight suggests that something has been taken from the air, and in order to test this the experiment is repeated in a bell jar standing over water and the disappearance of one-fifth of the air is noted. A change having been previously noted when iron was *heated* in air, the experiment should be repeated and the fact established that here also an increase in weight occurs. Study of the change that occurs when iron rusts.

The use of phosphorus may be introduced by reference to matches. A small piece is first burned under a dry bell jar and the formation of a white snow-like solid is noticed. This experiment is repeated, using a weighed tube with an asbestos plug in which the oxide is collected and the increase in weight is proved. A piece of dried phosphorus is now burned in a tightly corked and previously weighed round-bottomed flask, to show that no change in weight occurs if all the substances taking part in the change are weighed before and after the experiment. On removing the cork for an instant after weighing, air enters and causes an increase in weight. The experiment should be repeated, opening the flask under water to show that, as in the case of iron, one-fifth of the air has disappeared. In another experiment phosphorus should be allowed to remain in a bell jar of air standing over water until it ceases to smoke, and the disappearance of one-fifth of the air again observed. The residual air from different experiments is now compared and the observation made that phosphorus will not burn in the residue from the rusting of iron, nor will iron rust in that from the 'rusting' or burning of phosphorus. The conclusion that when iron rusts or phosphorus burns each substance combines with a part of the air is established, and the striking difference in properties between the new substances and the bodies which make them up should be brought out and emphasised.

Burn a candle in a closed dry bottle. The fact that the candle, like the phosphorus, soon ceases to burn, leads to the conjecture that it may also combine with part (the active constituent) of the air. This is confirmed by the observation that the candle will not burn in the residual air left from the rusting of iron or the burning of phosphorus. The candle is next burned in a bell jar over water; a diminution in the volume of the air is noted, and the fact that in this case it is less than one-fifth leads to the conjecture that the product may be a gas. In the first experiment the formation of dew on the sides of the bottle will have been noted. This experiment is now repeated Combustion of a candle.

in such a way as to collect a quantity of the liquid, which is proved (by determining its specific gravity and boiling point) to be water. Similar experiments may be made with coal gas. Attention should be called to the general conclusion as to the constitution of the air, the difference between mixture and chemical combination, the non-material nature of heat, etc.

Separation of the active constituent of air.

The different earthy substances obtained by heating metals in air are now further examined and the observation made that the black powder obtained by heating mercury, unlike the other earths, disappears when strongly heated. A portion is now heated in a hard glass tube and the gas evolved is collected over water and examined as to its behaviour with iron, phosphorus, and a burning candle. Lastly, the composition of air is confirmed by its synthesis from one volume of the new gas mixed with four of the inactive gas left behind when phosphorus burns. Here attention should be drawn to the absence of all sign of chemical action (evolution of heat, change of bulk, etc.) and to the *gradual* change in the properties of air produced by altering the proportion of the active constituent. Oxygen may now be prepared in the usual way, and phosphorus, sulphur, charcoal, magnesium, etc., may be burned in it, and the formation noted of products which alter the red or blue colours of flowers (use first the colour extracted by pressing geranium or pansy petals between blotting paper, and afterwards litmus). The terms oxygen and oxides may now be explained, and the properties of two or three common acids studied. The attention of the class should also be carefully directed to the quantitative nature of the change produced by heating potassium chlorate and the results of all the pupils' work should be tabulated and the conclusion to which they point emphasised.

Constitution of water.

Recall the formation of water in the burning of the candle; and the conclusion from previous experiments that water must consist of oxygen *combined* with something else which is found in wax, coal gas, etc., but not in metals. The possibility of removing the oxygen by means of metals, leaving the other body free, is suggested, and the idea is tested by experiment, steam being passed over different metals heated in hard glass tubes by Ramsay burners. Copper gives no change, but iron gives a black brittle substance like that obtained by heating iron in air. No other product is *visible*, hence the "something else" is probably a gas. An attempt is made to collect it over water, and this results in the discovery of hydrogen. The conclusion that water is a compound of this gas with oxygen is confirmed by burning magnesium in steam, when a combustible gas is obtained, as well as a white ash identical in properties with that obtained on burning magnesium in air or oxygen. Lastly, the synthesis of water by heating copper oxide in a steam of hydrogen is carried out, at first qualitatively by the pupils and then quantitatively by the teacher. The other method, by exploding the gases in a eudiometer, should also be demonstrated by the teacher. Particular attention is drawn to the fact that the two bodies (elements) combine only in a fixed proportion by weight, and to the entire alteration in properties brought about by their union. (Contrast with the case of air).

Study of chalk.

Point out the resemblance of chalk to magnesia and other oxides. But chalk has been found to be altered in properties and to lose weight when heated. The experiment of heating chalk should here be repeated to bring out the fact that the loss is always a fixed amount—equal to 44 per cent. by weight of the chalk. (Use a Muffle Furnace).

The difference in properties (solubility, alkilinity, specific gravity, action of water) between chalk and lime should be studied, and lime may be compared with some other common alkaline substances, such as potash and washing soda. Ammonia should be more particularly studied because of its value in indicating the presence of nitrogen in a compound, and as an introduction to the conception of a salt.

Experiments are now made to decide what causes the loss in weight when chalk is heated. Since there is no visible product it must be a gas or vapour that is evolved. Chalk is heated in an iron tube in a very slow current of air and the gas evolved is collected and examined. It is found to be incapable of supporting combustion, heavier than air, and acid to litmus. Some of the solution is added to lime water and the formation of a white precipitate (chalk once more) is shown.

Action of common acids on chalk.

The gas evolved by acting on chalk with acids is compared with that obtained by heating chalk. Quantitative experiments are made to determine the weight of gas evolved from a given weight of chalk, and this is found to be the same as when chalk is heated—44 per cent. Having now a convenient method of preparing this gas, it is passed into a large volume of lime water and the precipitate is collected, dried, and examined. It is found to correspond in all its properties with the original chalk. Hence chalk is proved to be a compound of 56 per cent. by weight of lime with 44 per cent. of gas. This gas is now compared with the gas obtained by burning charcoal in oxygen, both having been observed to give a wine-red colour to litmus solution. It is found to have identical properties, and hence is proved to be an oxide, a conclusion which is confirmed by burning magnesium in the gas with formation of magnesium oxide and carbon.

Lastly, the quantitative composition of carbon dioxide may be determined by burning a known weight of carbon in a current of oxygen and collecting the carbon dioxide in a weighed tube containing slaked lime (teacher only).

The results are now reviewed, and chalk is noted as a typical example of a chemical compound containing its constituents (lime, oxygen, charcoal) in fixed proportions by weight, and having definite properties (specific gravity, insolubility, &c.) quite different from theirs. It cannot be divided by any mechanical means into those constituents; we cannot see lime, charcoal, or oxygen in it, yet we know that it contains all three.

Further study of carbon dioxide.

Lime-water is noticed to acquire a surface crust or film on lengthened exposure to air. This is collected, dried, and treated with acids, &c., and found to be chalk. Hence carbon dioxide occurs in the atmosphere. It has already been found that food stuffs leave charcoal when heated, and that charcoal gives carbon dioxide when burned. The formation of carbon dioxide within the human body is proved by breathing into lime-water. Air expelled from the lungs is found not to support the combustion of a candle (the last portions of air expelled when the lungs are nearly empty should be used). A young plant is exposed to sunshine in a bottle of this vitiated air, standing over water, while a similar experiment is made with a second bottle which is kept in the dark. It is found that in the first case the air regains its power of supporting combustion, while in the second it does not. The experiment is repeated, using a solution of carbon dioxide in water, and the oxygen evolved is collected and tested.

The balancing actions on the air of plants and animals may now be discussed and the explanation of the fact that the proportion of carbon dioxide in the air is constant may be elicited.

Third Year's Courses.

Course (A) for Boys.

The detailed and systematic study in class-room and laboratory of Charles's Law, Boyle's Law, latent heat, specific heat, melting points and boiling points, and the following treated simply—Force: gravitational, magnetic, electric; reflection and refraction of light; the heating, chemical, and magnetic effects of the electric current.

Course (B) for Girls.

DIVISION I.

Fairly detailed and systematic study, in class room and laboratory, of the following :—

Water: hard water, soft water, softening of water. Soap: preparation of soap. Soda: alkaline nature of, &c. Some food stuffs. Flour: separation of gluten. Starch: conversion into sugar. Fats: presence of carbon. Lean meat: presence of nitrogen. Classification of foods. Drinking water: its impurities, sources of contamination, the house supply.

Cookery recipes, health maxims, or dietaries are out of place.

DIVISION II.

The preparation and study of the skeleton of a rabbit; the more important parts to be named, drawn (in different views), and their uses indicated; the digestive, circulatory, respiratory, and nervous systems; the form and position of the chief organs should be drawn *in situ* and afterwards when dissected out, to show the more important details; venous and arterial blood; the changes undergone in the lungs; the process of digestion; animal heat.

Microscopical study of the tissues is unnecessary, except that it is advisable to show blood corpuscles and the circulation in a frog's foot.

It shall not be considered essential that every, or any, pupil shall personally dissect out all the structures, but it is essential that all the pupils should make their drawings from observation of the organs themselves.

Comparison with human organs by means of diagrams.

Both divisions should be taken and the lessons arranged to fit in one with the other as much as possible.

Course (C) for Rural Schools.

The course should include the following subjects, treated experimentally wherever possible :—germination; the young plant; functions of the various parts of the plant, stem, roots, leaves, &c.; the sources from which the plant builds up its tissues; composition of the ash or mineral matter contained in plants; presence of potash and phosphoric acid in the ash; the sources of the mineral constituents of the plant; soils, their classification into "heavy," "light," &c.; determination of moisture, organic matter, sand, and clay in soils; connection between the soil and the rocks from which it has been formed; action of frost; action of earthworms; action of water containing carbonic acid; distinction between available (soluble) and non-available (insoluble) plant food; manures; chief sources of potash, phosphoric acid, and nitrogen; simple physiology, as an introduction to the study of the animals of a farm.

Hints for the experimental study of many of these subjects will be found in various text-books. Several of the investigations here set down for a third year's course are of an elementary character, and may either replace or be taken in addition to certain of the subjects of the first or second year's course; but it should be borne in mind that a sound acquaintance with the fundamental principles of physics and chemistry is an indispensable preliminary to the successful study of Agriculture.

The thoughtful teacher will scarcely need to be reminded that the circumstances of rural schools afford exceptional facilities for the first-hand observation of various natural phenomena, and various methods will doubtless suggest themselves by which his pupils may be trained to make systematic observations of some of these phenomena, and to make an accurate record of their

observations from day to day. In this connection his attention may be specially directed to what has been called the method of "regional survey," by which, from the systematic field study of the physical features, the climate, the rocks, the soil, the plant-life, etc., of his native district, it is sought to give the pupil not merely an acquaintance with these particular phenomena, but also a sense of the inter-dependence of the sciences, and an invaluable standard of reference in future reading.

III. SECONDARY EDUCATION.

Science and Art Grants to Higher Class Schools.

Circular 296.

(Circular to Managers of Higher Class Schools.)

Scotch Education Department.

28th August, 1900.

SIR,

The conditions of grant for Science and Art instruction set forth in the accompanying Minute are intended to replace those of Sections LVI. *seq.* of the Science and Art Directory, and also those of Section XLIII. in so far as the latter apply to classes in Secondary Schools in Scotland.

They apply to Higher Class Schools as defined by the Education(Scotland) Act, 1872, and to such other schools giving a general education to pupils over 12 years of age as are not in receipt of grant under the Code. They do not apply to evening or other classes giving instruction in special subjects only. Grants to these latter continue to be regulated by the Science and Art Directory of 1899, as modified by Their Lordships' Minute of 29th January, 1900.

My Lords are of opinion that except in very special circumstances some training in the methods of experimental investigation ought to form an integral part of the curriculum of the class of schools referred to. The amount of such work for pupils in the earlier years of their course (say between the ages of 12 and 15) can only as a rule be moderate, regard being had to the age of the pupils and the necessities of a general education; but my Lords have thought it well to lay down a minimum of three hours a week (for Course A) as the least in which it can be expected that satisfactory results will be obtained. The extent to which this minimum may be exceeded is a matter to be determined by each school for itself from experience. On the other hand, it is to be hoped that in a considerable number of schools some portion at least of the pupils at or beyond 15 years of age will concentrate their attention more and more upon the Science side of their work, and to that end the additional grants under Section III. of the Minute are offered.

When a satisfactory course in Experimental Science (Course A) has been provided, it will be for Managers to determine which, if any, other courses shall be taken up, and by what pupils, and the time to be allotted to each.

My Lords desire also to leave to Managers and teachers a large discretion in submitting courses of instruction under the several heads. They trust that the interests of different classes of pupils will be duly considered, and, in particular, that great attention will be given to the framing of suitable courses for girls in mixed schools.

Under Head A a course *either* in Physical *or* in Natural Science may be submitted if it is so desired, provided that it is essentially a course of experimental investigation. As a rule, however, each course should include some study of the fundamental facts of Physics and Chemistry (Physics preceding Chemistry), while a certain initiation into the study of Natural Science may be provided for by devoting a certain portion of the time allotted to Science in the summer term to field excursions and discussions in class of the observations made. Thus, while the winter term is mainly devoted to laboratory work, and while such work should not be wholly omitted during any portion of the year, it may at suitable seasons of the year be replaced in part by field study of the natural sciences, or the total time given to Science

at such seasons may be increased. Such a course might be made equally suitable for girls and boys, and in this way the unnecessary multiplication of parallel courses in the same school may be avoided.

While it has been found convenient to distinguish between theoretical and practical instruction, it should be clearly understood that the essential part of every course in A consists in the individual investigations and observations of the pupil himself and the orderly recording of his results and conclusions, whether these be right or wrong. The theoretical instruction should consist merely in the discussion, explanation and summarising of the results obtained and should have no separate period expressly allotted to it. In other words, the practical work should not be regarded as illustrative of a parallel course of systematic instruction in theory, but contrariwise, the theoretical instruction should be explanatory to such extent as may be necessary, and that only, of the results arrived at in the practical work.

In courses B and C, my Lords wish to distinguish clearly between drawing as an art subject and drawing as an application of geometry. The latter should, where possible, be taken by the mathematical staff, and should in all cases be under the general supervision and direction of the mathematical master. Some observations as to the nature of the instruction which it is desired should be given under heads B and C, will be found in Sections II. and III. of the Appendix to the enclosed Circular (294),* and these observations should be kept in view in framing courses for approval.

Though instruction in Mathematics (including Arithmetic) is a necessary condition of grants under this Minute, it has not been thought necessary to make any regulation as to the time which should be given to this subject. Their Lordships have reason to think that in schools of the class to which the Minute refers, the subject of Mathematics already has sufficient time devoted to it, but They would desire to see the instruction in this subject brought into intimate connection with the course of instruction given under heads A and C. To this end those forms of calculation (the use of decimals, graphs, logarithms and the simpler applications of trigonometry) which have a direct application to the Science courses might receive special attention.

The value of the instruction in all the courses will be judged of by inspection and examination, but any examination which may be made will follow closely the profession of work, and to this end a careful record of the work done at each meeting of the class should be kept and the laboratory notes and exercise books of the pupils should be preserved.

Special importance will be attached to the examination for the Leaving Certificate in Science, which is based upon the actual profession of work of each School, as indicating the final outcome of the work of this side of the school. Their Lordships think it of the utmost importance that the orderly working out of the programme proposed should not be disturbed by any considerations of the requirements of external examinations, and accordingly, presentation in any subject at the Local Examinations in Science and Art will not be required, nor unless in very exceptional circumstances permitted.

It is Their Lordships' desire that instruction in Science and Art under this Minute should not be regarded in any sense as an extraneous addition to the work of the school, and They do not wish to impose any burden of additiona registration. Registration in the ordinary class registers will accordingly be accepted, provided that the statement of number of hours of attendance on which the grant is claimed for any course can be fully vouched for from these registers.

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*See page 341.

The method of calculating grants proposed in the Minute proceeds on the supposition that the instruction for which grant is claimed will form part of the regular curriculum of the School, and will as a rule be given in equal periods throughout the School year, but provision is made for such variations in the amount of instruction as may be approved of from time to time, and for proportioning payments accordingly.

Application for grants under this Minute should be made on forms which will be supplied by the Department for the purpose.

I have, etc.,

H. CRAIK.

(Re-issue, with modifications, of Minute of 24th August, 1900.)

EDUCATION (SCOTLAND).

MINUTE of the COMMITTEE OF COUNCIL ON EDUCATION IN SCOTLAND dated 30th May, 1903, amending the terms of the Minute of 24th August, 1900, providing for the administration and distribution of Grants for Science and Art Instruction in Scotland.

At Dover House, Whitehall, the 30th day of May, 1903.

BY THE LORDS OF THE COMMITTEE OF HIS MAJESTY'S MOST HONOURABLE PRIVY COUNCIL ON EDUCATION IN SCOTLAND.

Read :—

The Minute of the Committee of Council on Education in Scotland dated 24th August, 1900.

Resolved :—

That the said Minute shall read as follows* :—

That in the case of Higher Class Schools or other similar Schools not in receipt of grant under the provisions of the Scotch Code, the conditions of grant from the sum of money voted annually by Parliament for Instruction in Science and Art in Scotland shall be as follows :—

I. The Managers of any such school may submit a scheme for the instruction of the pupils in—

A. Physical and Natural Science.

B. Drawing (which may include Modelling).

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* (The paragraphs amended are indicated by a marginal line.)

C. Practical Geometry and Educational Handwork of any approved form.

D. Cookery, Laundry Work, Dressmaking, or other Form of Practical Household Economy.

and such scheme, when approved, may be made the basis of grants in accordance with the following regulations :—

(a.) No scheme will be approved under this article unless the department is satisfied that the curriculum of the school makes due provision for the instruction of the pupils in the other main branches of a general education.

(b.) No grant will be made on account of the instruction of any pupil in B., C. or D. unless a reasonable number of the pupils enrolled for these courses also receive regular instruction in A., in a course which satisfies the conditions of the next following sub-section.

(c.) No grant will be made on account of instruction in A. unless (1) the time-table of the school provides for a satisfactory amount of instruction in Mathematics (including Higher Arithmetic) and (2) due provision is made in properly equipped laboratories for experimental work on the part of the pupils in courses approved by the Department.

(d.) The minimum number of hours per week recognised for a grant in A. shall be three hours, of which not less than two shall be occupied in practical work on the part of the pupils.

(e.) No grant will be made on account of instruction in C. unless on the one hand it is related to the instruction in Mathematics, and on the other is exemplified in its application to some practical purpose.

No grant will be made on account of work in wood, iron, cardboard modelling, or other similar occupation, which is not preceded or accompanied by instruction in Practical Geometry.

(f.) Not more than 40 pupils shall be taken at a time by one teacher for theoretical instruction in any of these subjects, nor more than 20 for practical instruction, unless a laboratory assistant is provided, in which case the number may be increased to 30.

(g.) Practical instruction must be given in lessons of at least two periods (1 hr. 20 mins.) duration. The time table of the school must be arranged so as to leave sufficient time to the Science teacher for laboratory preparation.

(h.) The instruction in all subjects for which grant is claimed must be given by teachers whose qualifications are proved to the satisfaction of the Department.*

(i.) No attendances of any pupil who is under 12 years of age, or whose attainments have not been shown to the satisfaction of the Department to be equivalent to those required as a condition of enrolment in Supplementary Courses or Higher Grade Departments under Article 29 of the Day School Code, may be reckoned for grant.

II. When these conditions are fulfilled, and when the Department are satisfied on the Report of Their Inspector that the profession of work has been satisfactorily carried out, a grant may be made on the average attendance of

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* Eventually the possession of a degree in Science of some recognised University or Science College, granted upon a curriculum which ensures adequate experience of experimental work in Science, will be deemed a necessary qualification for teachers of Science in schools of this class to which grants are made.

duly qualified pupils, at the rate of 10s. for each hour per week of instruction throughout the school year in A., 5s. in B., and 6s. 8d. in C. and D. Provided that no attendances in A. shall be reckoned in any week on account of any class in which instruction has not been given within that week sufficient to satisfy the conditions of sub-sections (d) and (g), of the foregoing paragraph, nor shall the attendance of any pupil for theoretical instruction alone in any one week be reckoned.†

(a.) For the purpose of this article the normal school year shall be regarded as 40 weeks, and the numbers on which the grants for each course are to be calculated, at the foregoing rates, will be determined by adding together the number of hours of attendance made during the year by all the pupils attending that course, and dividing by 40.

(b.) The instruction in each course must extend over the whole school year, except where the Department, in consideration of special circumstances, sanctions another arrangement, and must be, as far as possible, evenly distributed throughout the year.

III. In schools which provide a course of instruction in A. or C., according to an approved scheme, and extending over more than two years, the rate of grant for instruction in these courses may be increased by one-half, but only on account of the further attendance of pupils who have successfully completed a two years' curriculum, and have been in attendance for not less than 300 hours at the courses of instruction in A., or in A. and C. conjointly. This additional grant may be made on account of instruction in A. alone, or in both A. and C., if instruction in C. has been given to a reasonable extent in the two previous years. Provided always that not less than eight hours per week are given to A. by the pupils whose attendances are reckoned for the additional grant.

(a.) Pupils who have completed a course of at least three years, in accordance with the foregoing regulations, will be eligible for admission to the Leaving Certificate Examination in Science, and the result of such examination may be taken into account in the award of the additional grant under this article.

IV. The grant to be made in respect of any course, in accordance with the foregoing regulations, may, in exceptional cases, be increased by one-tenth when the Inspector is of opinion that the work is of conspicuous merit, and the grounds of such opinion shall be fully set forth in his report. It may also be reduced by one or more tenths on the ground of unsatisfactory work, or for defects of equipment or organisation, or for any failure to meet the requirements of the foregoing articles which may tend to lessen the efficiency of the work done.

V. The whole grant earned by the school may be reduced by its excess (if any) over the income of the school, as a whole, from local sources (including income from rates, subscriptions, endowments, and contributions from Local Taxation Funds administered by various public bodies, but exclusive of income from fees).

VI. It shall be a condition of grants, under this Minute, that a fixed salary shall be paid to the teachers of the classes for which a grant is sought, either in respect of their work in these classes or their work in the school as a whole (but exclusive of any employment in evening classes held in the same or other schools), and any grants received shall be paid into the School Account, and be used by managers for improving the efficiency of the School.

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† *Exception.*—This provision will not apply in any week in which one or more meetings of the class have been missed owing to a public holiday or other cause approved by the Department at the time.

Leaving Certificates. Circular 340.

Scotch Education Department.

(*Circular to Managers.*) 16th January, 1902.

SIR,

With reference to Their Lordships' Circular of the 20th December, 1901, I am now to lay before you a statement of the conditions under which it is proposed that Leaving Certificates shall in future be issued.

My Lords have decided that there shall be two classes of Certificate. One of these, the LEAVING CERTIFICATE proper, is intended to mark the completion of a full course of secondary education. The other, to be called the INTERMEDIATE CERTIFICATE, is primarily intended to meet the case of those schools which, although they may be doing valuable work in secondary subjects, are yet unable, from one cause or another, to retain their pupils long enough to enable them to reach the standard of the Leaving Certificate proper. This latter certificate will, however, always be open to pupils of any school who may satisfy the prescribed conditions. I am to remind you that, while candidates will no longer be furnished with a "Leaving Certificate" for each subject in which they may be successful, they will receive instead a document certifying that they have passed in a specified subject and grade in the Leaving Certificate Examination. Applicants for Leaving Certificates must have been receiving higher instruction at some recognised school for not less than four years. In the case of applicants for Intermediate Certificates, the corresponding period shall be two years.

To prevent over-pressure, it seems to Their Lordships desirable that a minimum age should be fixed. They therefore propose that a Leaving Certificate shall not be issued to any Candidate who is under seventeen years of age on the 1st of October of the year in which he passes the last of the written examinations that would fall to be recorded on the face of his Certificate. Similarly, the limit for the Intermediate Certificate will be 15.

So far as the written Examination is concerned, the following are the conditions that have been approved of by My Lords.

(*a*) Candidates for the Leaving Certificate must have passed in four subjects on the Higher Grade standard, or in three subjects on the Higher Grade standard and two on the Lower. A pass in Drawing will be accepted in lieu of one of the two lower Grade passes. All candidates must have passed in Higher English and in either Higher or Lower Grade Mathematics. The remaining subjects may be either Science with one or more languages (Latin, Greek, French, German, Spanish, or Italian), or languages only. But where two or more languages other than English are taken, the candidate's group must include either Higher or Lower Grade Latin. A pass in Spanish, Italian, or Science (in each of which subjects there is only one examination) shall be reckoned as a pass on the Higher Grade standard.

(*b*) Candidates for the Intermediate Certificate must have passed in four subjects, at least one of these subjects being on the Higher Grade standard. All candidates must have passed in English and in Mathematics, but a pass in Higher Arithmetic will be accepted in lieu of a pass in Lower Mathematics. The remaining subjects may be either Science with one language (Latin, Greek, French, or German), or languages only. There being only one examination in Science, and that on the Higher Grade standard, candidates shall, for the purposes of the Intermediate Certificate, be deemed to have passed in Science on the Lower Grade standard, if they have satisfied the Inspector who visits the School as to their due instruction and progress in Experimental Science and have also passed in Drawing.

In all cases a pass in Honours shall be held to cover a pass in Higher Grade, and a pass in Higher Grade to cover a pass in Lower Grade. The Grade in

which a candidate passes in each of the subjects in respect of which the Certificate is awarded, will be recorded on the face of the Certificate. Any further successes that may have been gained, such as passes in any of the additional Mathematical subjects, or in Book-keeping and Commercial Arithmetic, or in Commercial French or Commercial German, will be placed to the credit of the candidate by being endorsed on the Certificate.

I am, however, to inform you that it is not the intention of Their Lordships that Certificates of either class shall be issued merely on the strength of the requisite number of passes in the written Examination. My Lords must be satisfied that the course of instruction undergone by the candidate has been of adequate range and quality, and that proper attention has been paid to those elements of the curriculum that do not admit of being fully tested by written papers. The Inspector who visits the School will be instructed to inquire and report to Their Lordships as to these points. Such inquiries will be directed towards ascertaining, for instance, whether the study of subjects in which passes have been secured in former years, is being continued in adequate measure, whether a candidate's knowledge of a language, English or other, has been wholly obtained from disconnected reading, or whether he has a real acquaintance with at least some of the masterpieces of its literature, and whether, especially in the case of a modern language, sufficient care has been bestowed on the training of the ear. In certain circumstances, even in the present year, my Lords may deem it advisable to call for a special report as to the appearance made by individual candidates under oral examination, and They wish teachers and managers to understand that increasing importance will be attached to this aspect of the Examination in future.

To facilitate the arrangements for oral examination, the Official correspondent of the School must forward to the Department by the 25th of March on a form to be obtained from the Department, a list of those pupils who are to be candidates for Leaving or Intermediate Certificates at the end of the session.

The present Circular entirely supersedes the existing regulations for the issue of Group Certificates, except in so far as application for these latter may still be made on behalf of such candidates as have fulfilled the whole of the necessary conditions not later than the Examination of 1901. For the purposes of the new Certificates, candidates who hold what have hitherto been termed " Leaving Certificates " shall be deemed to have passed in the subject and grade thereon specified.

These changes, which have been decided upon after prolonged and careful deliberation, are introduced with the view of fostering continuous and well regulated courses of study according to a definite plan. My Lords trust that, in carrying them out, They may rely upon a continuance of that loyal support on the part of teachers and managers to which the benefits that have so far resulted from the institution of the Leaving Certificate Examination, have been in no small measure due. In particular, teachers should endeavour to secure that the new Certificates are not claimed on behalf of pupils who intend to return to school (this applies with special force to the Intermediate Certificate), while managers should do their best to impress upon the public, and chiefly upon parents and upon employers, a sense of the value of such Certificates as evidence that their possessors have not merely been successful in some isolated examination, but have reached a certain stage in a course of sound educational training fitted to develop their intelligence and prepare them for the work of life.

I have, etc.,

H. CRAIK.

Commercial Certificates.

-Circular 358.

Scotch Education Department,
16*th May*, 1902.

SIR,

1. Referring to the concluding paragrapn of Circular 348 regarding the institution of a special Commercial Certificate, I am now directed to make further explanation of Their Lordships' views on the subject.

2. They have already in Circular 320 (Circular as to Continuation Class Code—see below), endeavoured to draw a distinction between the general education which must be the main object of all Schools proper, whether Primary or Secondary, and the specialised instruction which is designed to fit a pupil for some special occupation or group of occupations. The latter to be effective must rest upon a solid foundation of the former, though it is obvious that the specialised instruction relative to particular employments will require various degrees of general education as a preliminary.

3. The Merit Certificate, and the Intermediate and Leaving Certificates recently instituted represent three well-marked stages of general education and to each correspond certain forms of specialised instruction to which the general education represented by each of these Certificates forms a suitable and sufficient introduction.

4. Their Lordships have assumed that so far as the Merit and Intermediate Certificates are concerned the specialised instruction referred to will be given for the most part in Continuation Classes or special institutions, and provision has been made accordingly in the Continuation Class Code.

5. Circumstances, however, occur in which it may be convenient and desirable that pupils who have reached a certain stage of general education should receive in Day Schools some amount of specialised instructon, and that not merely in isolated subjects treated as additions to the normal curriculum but according to a well-ordered Scheme, and as part of the regular work of the School.

6. In view of the recent law requiring attendance in ordinary circumstances till the age of 14, the question of specialised instruction within the School for pupils who may remain but a short time after taking the Merit Certificate is one of immense importance, and is now receiving Their Lordships' careful consideration. For the present, however, They propose to deal only with the specialised instruction which may properly follow upon the obtaining of the Intermediate Certificate and that as regards only one important group of subjects, viz., Commercial subjects.

7. The consideration of the curriculum appropriate to a special Commercial department in these circumstances naturally takes account in the first place of the attainments with which the pupils enter as the result of their course of study for the Intermediate Certificate. That Certificate indicates a certain degree of attainment in the following range of subjects, viz., English, Arithmetic and Elementary Mathematics, two languages other than English, or one language with Science and Drawing. All these subjects are valuable elements of a general education, and up to the stage of the Intermediate Certificate they should be treated from this point of view alone. But they also form the most suitable preparation for special Commercial studies. After the Intermediate stage, certain of these subjects, while continued, will naturally be given a special direction. Thus the instruction in foreign languages will be concerned chiefly with the vocabulary and subject matter of Commercial correspondence and with the language of every-day life, Arithmetic will be of the kind denominated Commercial Arithmetic, and under the head of English instruction in handwriting, Précis writing, and business correspondence will become prominent, though it is highly desirable that some amount of reading of standard English authors should be continued. Science and Drawing are

included as a rule in the requirements for the various Commercial Certificates which have been proposed by Chambers of Commerce and other bodies interested in commercial education, and the importance of these subjects as elements in any complete scheme of commercial education may be taken to be generally admitted. My Lords are of opinion, however, that these subjects in some measure should more properly be included in the scheme of general education which precedes specialized instruction of whatever kind, whether Commercial or other, and the course of study for the Intermediate Certificate admits of this being done. When once the special Commercial course is entered upon the instruction should be concentrated as much as possible upon subjects which have a direct bearing on Commerce.

8. In addition to the specialized study of Arithmetic, English, and foreign languages already alluded to, the course of study in a Commercial department may be expected to embrace Book-keeping, Shorthand, and Commercial History and Geography. While My Lords will be prepared to consider proposals for the inclusion of any other special subject which may be deemed to be of importance for the end in view, They think that for the sake of simplicity of School organisation and in the interests of orderly study these special subjects should not as a rule be taken up till the Intermediate Certificate has been gained. Up to that stage the only subjects admitted to the curriculum should be those which have a disciplinary value apart from the particular occupation which the pupil may intend to follow; on the other hand the subsequent concentration upon distinctly Commercial subjects may be expected to achieve results which could not be looked for were these subjects taken at infrequent intervals in a general curriculum extending over a longer period.

9. It is upon the foregoing considerations as to the nature of the appropriate curriculum that the following proposals for the institution of a *Commercial Certificate* are based.

It is proposed—

(1) That the Certificate should be given only in Schools which possess a regularly organised Commercial department, the staff, appliances and curriculum of which have been approved as satisfactory.

(2) That it should be restricted to pupils who have obtained an Intermediate Certificate or have satisfied the examination requirements for that certificate, except as regards passing in the *Higher Grade* in one subject, before entering upon their special Commercial studies.

(3) That the special Commercial course should extend over *at least* one complete year, and that in order to be eligible for the Certificate candidates should be not less than 16 years of age on the 1st of October following the examination.

(4) That the principal subject of instruction should be a modern language other than English.

(5) That in addition instruction should be given in Commercial Arithmetic, Book-keeping, Shorthand, and Commercial History and Geography.

(6) That candidates should pass in the Higher Grade in the Leaving Certificate Examination in one modern language either as one of the subjects taken for the Intermediate Certificate or subsequently, and that they should also pass in the special Commercial paper in that language. Success in any grade of an additional language would be recorded on the Certificate.

10. The examination in Commercial Arithmetic, Book-keeping, and Commercial French and German will be conducted as heretofore by means of papers set for Schools in common; the examination in other subjects of the approved curriculum will be conducted at the School either by means of set papers or otherwise as may be determined.

11. An endeavour will be made to give on the Certificate as precise an indication of the candidate's actual attainments in various subjects taken as may be possible.

12. My Lords have thought it right to place before Managers of Schools and others interested at as early a date as possible this statement of Their views both as to the nature of the Certificate and the place it should hold in the general School system in order that Their proposals may receive the fullest possible discussion. In this as in Their previous efforts towards evolving an orderly curriculum for Schools of various grades, They value very highly the co-operation of School Authorities, and They will be prepared to give careful consideration to any suggestions bearing on these proposals before they are finally adopted.

13. Should Their Lordships' proposals for the institution of a Commercial Certificate on these lines meet with acceptance, it would be matter for consideration at a later date whether a parallel course (with corresponding Certificate) following upon the obtaining of the Intermediate Certificate, should not be devised for the benefit of those pupils who on leaving school will enter a Technical College or will be engaged in technical or industrial occupations. The main subject of such a course would be the further study of Science and Mathematics with—in addition—such subjects as Drawing with Instruments, Machine or Building Construction, and Wood or Iron Work. In that case it would be possible to regard the Leaving Certificate instituted under the regulations of Circular 340 as being what strictly speaking it is, the Leaving Certificate of the Secondary Schools, which indicates primarily ripeness for University studies.

I have, etc,

H. CRAIK.

Circular 375.

Commercial and other Certificates.

Scotch Education Department,
28th January, 1903.

SIR,

1. Referring to Circular 358, I am now to state that My Lords have given most careful consideration to the replies received from various bodies interested in the proposals foreshadowed. These replies have been, perhaps, less numerous than might have been anticipated. At the same time, they include expressions of opinion which are fairly entitled to be regarded as representative. My Lords, therefore, feel justified in now laying down, without further delay, the lines upon which They are prepared to proceed.

2. Their Lordships desire me at the outset to remind you of the general principle underlying Circular 340. It is quite evident that the real importance and bearing of that principle have not always been fully understood. It was never intended that the change should be regarded as the mere substitution of one collective certificate for a certain number of single certificates in separate subjects. As explained by Their Lordships, the purpose of the new group certificates was to furnish "evidence that their possessors have not merely been successful in some isolated examination, but have reached a certain stage in a course of sound educational training fitted to develop their intelligence and prepare them for the work of life." In other words, the granting of a group certificate presupposes the existence of a definite and well planned curriculum through which the successful pupil has passed. This curriculum should be determined mainly by general educational considerations, but also to some extent (at least in its later stages) by the special nature of the calling to which the pupil in question proposes to devote himself. Thus the Leaving Certificate as defined in Circular 340, is primarily intended to

indicate ripeness for University study. In these circumstances it is essential that the minimum requirements insisted upon should be such as should guarantee that the pupil who possesses it is fully prepared to enter upon University work. In the main they must correspond with the regulations laid down by the recent Universities Commission, so that the holder of a Leaving Certificate issued by this Department may, as such, be able to claim exemption from the Preliminary Examination. Within these limits, the utmost freedom of choice has been allowed, provision being made alike for the purely scientific student and for the student who intends to make languages, ancient or modern, his main University subject.

3. For the Leaving Certificate, in the sense just explained, it was comparatively easy to frame conditions. These were really determined by University requirements, and by the circumstances which had led to the adoption, within the secondary schools, of a curriculum specially designed to meet University needs. This, however, is only a part of the problem with which Their Lordships have to deal. All pupils who remain at school after the age of 15 are not necessarily destined for the University. In other countries the distinction finds expression in the existence of different types of schools. How far such a solution is practicable in Scotland is a question that demands greater consideration than it has hitherto received. In the meantime, it is highly desirable that there should be indicated certain clearly defined lines of possible school courses, the successful conclusion of each of which should be marked by the award of a distinctive certificate.

4. The Commercial Certificate should, therefore, mark the successful conclusion of a curriculum specially suited for lads who propose to enter on a business career. Their Lordships' general views on the nature of such a curriculum have been explained in Circular 358, and they need not be repeated here. Regarding one point, however, considerable misconception appears to prevail. My Lords do not consider it essential that the work for the Intermediate Certificate in all subjects should have been completed before the pupil enters on the special Commercial course. The examination in a Higher Grade subject may be deferred. Nor has it always been noted that the fundamental part of Their Lordships' proposal is that this Certificate should be given only in schools which are in possession of a regularly organised Commercial Department, the staff, appliances, and curriculum of which have been approved as satisfactory. To throw it open to all and sundry who might chance to have secured a certain combination of passes, would seriously detract from the value of the Certificate, and would be entirely contrary to the principle of Circular 340. The replies which my Lords have received have revealed considerable differences of opinion on points of detail. This was inevitable in view of the fact that different localities are concerned. But the questions raised do not call for discussion here. Their Lordships have never contemplated insistence upon rigid uniformity of programme. If the special Department is organised, then my Lords will be prepared to consider any proposals for a curriculum which Managers may favour, provided these are in reasonable conformity with the general indications given in Circular 358. In view of the special object of the curriculum, I am to suggest that, before forwarding their proposals to this Department, Managers would do well to consult the local Chamber of Commerce, or other interested persons, and should endeavour to enlist the sympathy of the commercial community in the proposed Commercial Department to the extent, if possible, of obtaining some practical recognition of the Certificate by business firms. As Their Lordships have repeatedly pointed out, such recognition is the first essential towards any improvement in present conditions. Definite proposals for a Commercial Curriculum may be submitted to this Department forthwith.

5. Further my Lords are prepared to consider, on parallel lines, definite proposals for a Technical Curriculum and a corresponding Technical Certificate. Here it is probable that local needs will vary much more than in the

case of the Commercial Curriculum. There is, therefore, even greater reason to refrain from suggesting any rigid or stereotyped course. Sufficient information as to Their Lordships' attitude on the question can be gathered from a comparison of Paragraphs 9 and 13 in Circular 358.* It should, perhaps, be added that continued practice in English Composition and in the reading of standard English authors will be regarded as a necessary accompaniment of every specialised course.

6. Lastly, my Lords have no desire to check local initiative in any form. The curricula covered by the Certificates discussed above appear to Them to be sufficient to provide for all the ordinary varieties of career to which pupils may be looking forward. At the same time, They are ready to consider any special curriculum which Managers may choose to lay before Them. If this curriculum serves a definite purpose, is well ordered in its choice of subjects, and is followed as a distinct and separate course by all the pupils of the school, or by a definite section of them, it will receive Their Lordships' approval, and a special group Certificate will be issued to those candidates who are successful in completing it, provided they are not less than 17 years of age on the 1st October of the year in which they pass the last of the written examinations that may fall to be recorded on the face of the Certificate.

7. In this way, while the regulations for the Leaving Certificate are determined by University considerations, the precise conditions under which the Commercial, the Technical, and any special Group Certificates which may hereafter be recognised are issued, will depend upon the exact character of the curriculum that has been in each case approved of. My Lords have every confidence that Managers will realise the gravity of the responsibility thus laid on them. Their Lordships, on Their part, will endeavour to maintain a high and, as far as possible, a uniform standard in judging of the various curricula that may be submitted to Them for approval. It will be obvious that in this respect the greatest care must be exercised if the Certificates are to have the meaning and the value which should properly attach to them.

I have etc.,

H. CRAIK.

Circular 367.

Leaving Certificate Examination and King's Scholarship Examination. Drawing.

[Latest issue—Annual Circular.]

Scotch Education Department,
31st August, 1903.

SIR,

I am directed to state that my Lords are now prepared to consider applications for next year's examination in Drawing of pupils in Secondary Schools, or in the Higher Grade Departments or Supplementary Courses of Elementary Schools. This examination forms an integral part of the Leaving Certificate Examination, but, as in the case of Science, only one standard will be recognised for a pass. If pupils who have once passed give evidence of further successful work in this subject in subsequent years, an endorsement to

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* Paragraph 13 explains, with reference to the Technical Course (with corresponding Certificate) that "the main subject of such a course would be the further study of Science and Mathematics, with, in addition, such subjects as Drawing with instruments, Machine or Building Construction, and Wood or Iron Work."

that effect will be made upon the Leaving or Intermediate Certificate they may obtain at the end of their school career. In order that applications for examination may be entertained, the Department must be satisfied—

(*a*) that the school is suitably equipped for the purpose of giving instruction in Drawing;

(*b*) that the qualifications of the teachers are such as may be approved by the Department;

(*c*) that the curriculum of instruction is satisfactory;

(*d*) that all the pupils presented will be over 15 years of age on the 1st October succeeding the examination, and that they have been under instruction according to the approved curriculum for a period of at least three years, receiving instruction for two hours a week or for such time otherwise distributed as will amount in the aggregate to an average of two hours a week over the whole period of instruction, provided always that the distribution of instruction is approved of as satisfactory.

When the application is admitted, an examination will be held at the school by Inspectors of the Department or by other persons specially appointed. As far as possible, the examination will be held on a date convenient for the school.

A list of candidates, including Pupil Teachers desirous of being examined for the purpose of obtaining marks in Drawing for the King's Scholarship Examination, 1904, must be presented to the Examiner, which shall show as regards each candidate the precise amount of instruction received, and the proficiency attained in each branch of the approved curriculum as determined by the teacher's award of marks throughout the course.

All drawings and exercise books of the candidates must be preserved and must be available for reference by the Examiner, who will also set such tests relative to the approved course of instruction as he may deem expedient.

Schools desiring to present candidates, either for the purpose of the Leaving Certificate or the award of marks for the King's Scholarship Examination, should make application to the Department at once for Form A. 46; this form, duly completed, should be received in the Department not later than the 31st October, 1903.

I have, etc.,

H. Craik.

[Latest Issue—Annual Circular.]

Leaving Certificate Examination
and
King's Scholarship Examination.
Science.

Circular 368.

Scotch Education Department.
12th September, 1903.

Sir,

I am directed to state that my Lords are now prepared to consider applications for the examination in Science of pupils in Secondary Schools or in the Higher Grade Departments or Supplementary Courses of Elementary Schools. Only those scholars who have received instruction in Science in recognised Schools, according to a curriculum which extends over three years and provides throughout in every case for experimental work on the part of the pupils, will be accepted for the examination, success in which will testify to the satisfactory conclusion of an approved course of instruction in the subject. An accepted course must embrace, as a rule, a minimum of 480 hours' instruction in Science.

The examination forms an integral part of the Leaving Certificate Examination, but will not be on the same footing as in other subjects, where one or more papers are set for all candidates. Instead of this, it will be chiefly oral and practical, and in each School will be based upon the curriculum of the School and upon the profession made of the work done, provided that the curriculum can be regarded as satisfactory in character and the profession of work as adequate in amount. It must be understood, however, that the standard will be a high and, so far as my Lords can secure it, a uniform one. As in previous years, this examination in Science will be on the Higher Grade standard. If pupils who have once passed give evidence of further successful work in Science in subsequent years, an endorsement to that effect will be made upon the Leaving or Intermediate Certificate they may obtain at the end of their School career. Further, in terms of Their Lordships' Circular No. 340, of 16th January, 1902, candidates for the Intermediate Certificate may also be presented to the Inspector for approval of their work as to quality and amount. Such approval, combined with a pass in Drawing, shall, for the purposes of the Intermediate Certificate, be deemed equivalent to a pass in Science on the Lower Grade standard.

Schools desiring to present for the Examination pupils or Pupil Teachers (for the purpose of obtaining marks at the King's Scholarship Examination) should make application accordingly to the Department at once for Form A 58; this Form, duly completed, should be received at the Department not later than the 31st October, 1903.

I have, etc.,

H. CRAIK.

IV. CONTINUATION CLASSES.

Continuation Class Code.

Circular No. 320.
Scotch Education Department.
August, 1901.

SIR,

The object of this Code has already been briefly stated in the memorandum which accompanied the Code when it was laid before Parliament, but Lord Balfour of Burleigh deems the present occasion a fitting one to make some further explanation of its aims, to define more precisely its field of operation, and to offer some suggestions as to the modes in which managers may co-operate with a view to making the Code an effective instrument for furthering technical instruction in the widest sense. By technical instruction in this connection is to be understood instruction which aims at communicating to the pupils knowledge and facilities which have a *direct* bearing upon some special occupation, industrial or commercial.

Place of this Code in the educational system; relation of general education and specialised instruction.

The present Code is a further step in the process of re-organising the educational system of the country (in so far as that is controlled by Departmental regulations) which Their Lordships entered upon in 1898, when the administration of Science and Art grants in Scotland was transferred to the Scotch Education Department. The first important step in that process was taken in the Code of 1899, which dealt with the organisation of schools aided under the Code and utilised the money hitherto given for specialised instruction of various kinds in these schools, both under the Code and the Directory, for the more generous support of advanced instruction of a general character beyond the Merit Certificate stage.

By the Minute of the 24th August, 1900, a second important step was taken. In that Minute They dealt with the conditions of Science and Art instruction in schools, which though not eligible for grants under the Code were in receipt of grants under the Science and Art Directory.

In both these cases Their aim has been to simplify and consolidate school work by making instruction in Science and Art, of a kind and amount to be determined by the general aims of the school, an integral part of the *general* education given to all pupils, rather than to encourage the teaching of a multitude of subjects to special sets of pupils.

The Continuation Class Code, on the other hand, presupposes that this general education, whether of an elementary or a more advanced character, is ended, that the pupil has definitely left school, that he is either engaged in some employment or is making special preparation for entering upon it, and that what he desires and needs is instruction dictated by his experience of the requirements of life and of his particular occupation. Even when the subject matter is the same, the method of instruction will be considerably different from what it is or ought to be in schools which aim at giving a general education whether of the elementary or secondary type; and now that provision has been made in the present Code for specialised instruction adapted to the most varied requirements, it will be a matter for consideration whether further steps may not be taken to relieve the curriculum of the schools proper, whether elementary or secondary, from elements and subjects which are foreign to their proper purpose.

Importance of adequate preliminary training; classes under this Code not a substitute for, but a supplement to, general education.

To turn to the Code itself, it is evident that the value of the specialised instruction given under it will depend in very large measure upon the thoroughness of the previous general education received by the pupils. Hence, the first duty of managers of classes under this Code, who are also managers of schools proper, will be to use to the full every power conferred upon them by the Education Acts to secure prolonged attendance at school. Of scarcely less importance is it to see that when the discipline of school does end it is immediately succeeded by the discipline of regular employment combined with attendance at appropriate continuation classes.

The Education Act of the present year confers upon School Boards powers which may be used for this purpose, and exemption from school attendance in the case of children over twelve and under fourteen ought not to be granted upon any certificate of attainment, however satisfactory in itself, unless there is evidence to show that the pupil is to enter upon regular employment under suitable conditions, and that such employment is rendered necessary by the circumstances of the parents. In all cases exemption, when granted, should be accompanied by stipulations as to attendance at suitable continuation classes.

Division I.

But whatever the success of these measures may ultimately be—and it is to be hoped that it will be great—for the present the fact has to be faced that considerable numbers of pupils who have left school are still lacking in those elements of a general education which would enable them to profit by specialised instruction in almost any form. It is to meet the case of these pupils that the preparatory classes of Division I. are included in the Code, but this division of the Code should be regarded as serving a temporary purpose only, and its elimination should be effected by well-directed effort to prolong attendance at school, and to diminish the interval that might otherwise exist between the school proper and the continuation class.

A certain standard of general education has been laid down (Articles 11-13 as a condition of admission to classes under Divisions II. and III., and Their Lordships trust that managers will carefully conform to the spirit of these regulations. But the mere exclusion of unfit pupils is in itself only a negative measure, and it rests with managers to take steps such as those indicated above to diminish the numbers of the unfit by giving them an adequate preliminary training.

Divisions II. and III.

But apart from the classes under Division I. and those under Division IV., which will be dealt with later, the realisation of the main objects of the Code may be said to rest essentially upon the success of the classes conducted under Divisions II. and III., and a word of explanation as to the scope of the classes conducted under these divisions may be useful. The subjects dealt with under both divisions are those enumerated in Article 14 and such other subjects as are the natural developments of those named. Both presuppose the instruction of the pupils in a subject, of a well-defined and homogeneous group of subjects, of practical value to them in view of their occupations; but whereas in certain cases local circumstances may render it possible to arrange a comprehensive and progressive course of study extending over several years, in others such continuity of instruction cannot be looked for, and sections or fragments only of the complete course can be dealt with, these being determined by the prevailing wants of pupils and the supply of teachers with suitable qualifications. This latter case is provided for by the regulations under Division II., but it is to be remembered that desultory instruction of this kind, though not without its value, is but an imperfect substitute for the systematic and prolonged study required for recognition under Division III.; and, wherever possible, courses should be arranged under that division—under which alone the objects of this Code can be fully carried out—in preference to Division II. The distinction between classes under Divisions II. and III. is not necessarily one of greater or less advancement, but depends rather on completenesss and continuity of curriculum.

Special courses contemplated under Division III.

The courses specifically mentioned under Division III. are commercial and industrial courses. To these others may be added—*e.g.*, courses for the systematic study and practice of industrial art, and courses specially suited for girls. It is obvious that the same course of training in its initial stages may be suitable for several industries—*e.g.*, instruction in geometrical drawing and mathematics is the necessary foundation of technical instruction, relative to a large group of industries—and it will only be in comparatively few cases that specialisation, even at a later stage, can be carried to any great extent, should such specialisation be otherwise desirable. But whether the

course has only a general or an immediate relation to some group of industries, its practical object must never be lost sight of. In these classes, for example, the study of mathematics will take a very different line from that which would naturally be pursued in a secondary school, and will concern itself largely with the construction and handling of formulæ of immediate practical application. In commercial courses, in like manner, the study of modern languages will follow different lines from those pursued in schools where this study is an instrument of general education, though the value of the ultimate results will necessarily be largely affected by the soundness of the preliminary training.

Distinction of "courses" and "subjects."

At this point it may be useful, with a view to obviating misunderstanding, to make some observations as to the relation of "courses" under this Code to "subjects," such as the numbered subjects of the Science and Art Directory which those accustomed to the regulations of the Directory may be inclined to treat as separate entities. A course of instruction under the Code, whether in Division II. or Division III., may comprise one or more "subjects," or parts of different "subjects" embodied in a syllabus, and so arranged as to secure what managers deem to be the most suitable course of training for certain practical ends, and in relation to a particular set of pupils. For example, a "course" may be arranged under Division II. to give a certain training in arithmetic, book-keeping, and shorthand—with or without other subjects—with a view to use in business. Shorthand may be taken one evening of the week and arithmetic another, or arithmetic may be taken in the earlier part of the session to be followed by book-keeping in the later, or other alternative combinations may be made; but in each case the course will be regarded as one course, and the pupils taking it as one class for the purposes of the Code, irrespective of the division of subjects. The conditions as to length of session, number of hours per week, and attendances to be reckoned (Article 16) will apply to the "course" as a whole, and not to the separate subjects constituting it. Similarly, practical geometry (the whole or part of the syllabus for Subject I. of the Directory) and practical mathematics (Subject *Vp.* of the Directory) may be combined in one course, these subjects being taken either abreast or at a different period of the session. The only conditions are that the subjects combined in one course must be homogeneous; that the course, as a whole, must have a unity of purpose, and that the syllabus submitted must give reasonable promise that the instruction proposed will be effective for its purpose.

It should be understood that it is not necessary that a course under Division II. should in all cases embrace more than one subject. In the case of courses under Division III. the syllabus of instruction for the current year should be submitted in detail, and should be accompanied by an outline of the complete course of which it forms a part.

Division IV.

It will be observed that there are certain subjects in Division II., such as the Life and Duties of the Citizen and certain others, which have no special relation to any particular occupation, but rather concern the individual as a member of the social community. This applies still more to the subjects of Division IV. for which my Lords have thought it right to make provision in this Code. The physical well-being of youth, the formation of habits of discipline, the cultivation of a sense of citizenship and its obligations, are matters of prime importance to the country, and provision in aid of classes for the furtherance of these objects is made all the more readily that they need not be regarded as the rivals of classes under Divisions II. and III. but rather as useful supplements of these classes, freshening the energies of the pupils and varying their interest.

These classes not "recreation" classes simply.

At the same time the classes under Division IV. must not be allowed to degenerate into mere opportunities for recreation and amusement. A practical outcome will be demanded as the result of instruction for which aid is granted in the shape of evident and genuine proficiency in Gymnastics,

Drill, Music, or whatever the subject of the course may be. My Lords dissent entirely from the view that pupils should be coaxed or bribed into attending continuation classes by adventitious attractions. They are persuaded that the work of students who can be attracted by such inducements only will be of little value, while their presence in the classes will have largely the effect of lessening the ardour and obstructing the progress of the more earnest students. Lasting benefit to the country is more likely to accrue from the attendance at continuation classes of smaller numbers of students, provided that these students come with a definite purpose of studying matters the importance of which they have realised in their own experience, and are prepared to make sacrifice both of time and amusement. The cultivation of habits of endurance and self-mastery in the pursuit of a worthy object are of even more importance than the knowledge acquired. It is with these views that my Lords have taken steps (by Article 49) to discount the casual attendance at newly formed classes of pupils who attend for a short time merely from a desire for novelty and fresh excitement.

The main objects of the Code having thus been stated in outline, some subsidiary matters of importance may now be considered.

Examinations and certificates.

After the fullest deliberation my Lords have decided to discontinue the award of Elementary Certificates on the results of a uniform written examination. There is reason to fear that under this system much of the instruction for which grants are made has been directed simply to the qualifying of pupils for the purpose of themselves earning grants by instructing others and so on in a vicious circle. To a greater or less extent preparation for examinations tends to obscure the real object of the classes, with the result that the ultimate effect upon the industries of the country may be by no means commensurate with the expenditure incurred. Such examinations must be conducted on a limited number of fully detailed syllabuses, with the result that either the liberty of managers in devising courses suitable for particular classes of students will be unduly restricted, or the number of separate examinations must be increased to an extent which will render the system unworkable. My Lords are also of opinion that an examination exclusively in writing is an incomplete and imperfect test of a student's attainments in most, if not all, subjects, and that it ought to be supplemented by oral and practical tests and by a consideration of the actual work done by the student during his course of instruction. Such more complete tests They propose to institute, but only in those cases where the instruction of the student has been carried to such a pitch as will warrant this more elaborate method of examination. As a rule, examinations will be held by the *Department* in the case of those students only who have completed a full course of instruction under Division III. according to a syllabus approved by the Department for this purpose; and a corresponding importance will be attached to the certificates so awarded.

As conducted by the Department.

By Managers.

In other cases, where the instruction of students falls short of this high standard, my Lords propose to commit the award of certificates to managers directly (Article 70). Certificates so issued should specify the amount and regularity of the student's attendance during the session, the character of his work in class (including class exercises), as adjudged by the teacher, and the results of the examinations held by the teacher. Where managers think it desirable, they may appoint an assessor to act along with the teacher in conducting one or more of the class examinations, and they may make the results of such examinations an *element* in determining the award of the certificates. But having Themselves decided, for reasons already stated, to abandon the practice of written examinations applicable to several classes in common, my Lords will not sanction the award of certificates upon the results of similar examinations, whether conducted by school authorities themselves or by self-constituted examining bodies, nor may the expenses of such examinations (if held) be reckoned as part of the expenses of classes under this Code.

In order that the issue of certificates by managers may be authorised by the Department, the class must have been conducted according to an approved syllabus by teachers recognised by the Department, and must have been favourably reported on by the Inspector, who may, where he deems it expedient, institute a control examination for the purpose of ascertaining the sufficiency of the tests by which the award of certificates has been determined.

Class of teachers contemplated.

In view of the special object of this Code, it is evident that the prime requisite of a teacher is real knowledge of the subject taught rather than that acquaintance with educational aims and methods which forms a necessary part of the technical training of teachers of schools giving a general education. While, therefore, certificated teachers will prove the most suitable teachers for Division I., for the other divisions other and special qualifications will, as a rule, be necessary. These qualifications should, wherever possible, include a practical acquaintance with the business, occupation, or industry to which the class is relative, and, other things being equal, the instruction given will be all the better if that acquaintance is a present and living one. Experience shows that it is not impossible for teachers or other persons, who from their previous training have become, as it were, examination experts, to pass theoretical examinations in subjects of a technical character while altogether destitute of any practical acquaintance with the related industry. It is evident that instruction by such persons will fall far short in practical utility of that given by persons whose theoretical knowledge is corrected and supplemented by practical experience. For these reasons my Lords contemplate the employment under this Code of a class of teachers distinct and separate from the regular teachers of schools, whether elementary or secondary, and only in exceptional cases should the two functions be combined.

General and special management of the classes.

For similar reasons, while the ultimate general management and financial control of classes under this Code will, as a rule, be in the hands of persons whose primary function is that of managers of day schools, it is of the utmost importance that the immediate direction of each special group of classes should, as suggested in Article 61, be entrusted to persons who, whether as employers or employed, or otherwise, have an intimate knowledge of the practical applications of the subject matter.

The Code, it is hoped, provides an instrument for the efficient technical instruction of every class of the community which is in a position to benefit by such instruction; but to realise its possibilities in any full measure altogether transcends the powers of merely official action, whether on the part of school authorities or of the Department. These can supply the organisation and the funds and can exercise a regulating and co-ordinating function, but it is for business men, workmen, employers, and professional associations of all sorts to state their requirements in the matter of technical instruction for their several employments; to make suggestions for giving a practical direction to the instruction; and to impress upon apprentices and young people entering on specific employment the duty of availing themselves of the opportunities offered. It rests with employers in an especial degree to further the objects of this Code by granting, wherever possible, to the young people in their employment reasonable facilities for attendance at suitable classes. It may be pointed out in this connection that classes under this Code may be held not only in the evening but at any time of the day. It is probable, for example, that in towns classes for young people employed in business houses may most advantageously be held in the morning. In rural districts in winter the afternoon may be the best time of meeting for a part of the session, the meetings being transferred to the evening as the season advances.

Finance.

The classes under this Code from their very nature should be of benefit in an especial degree to the locality in which they are conducted, and though, in accordance with the precedent of previous regulations, a generous measure of State support has been accorded, my Lords have thought it right that at least some portion of the necessary expenditure, over and above the income

which may be derived from fees, should in all cases be borne by the locality. What that necessary expenditure may be it is the object of Articles 51–56 to determine. Managers must provide suitable premises and equipment from their own funds, though it is to be expected that the existing supply of school buildings will in most cases render further expenditure under this head unnecessary; they must determine beforehand, guided by considerations of what is fair and equitable in the circumstances, the amount of remuneration which they are prepared to allow to the teacher for his services, and such sum and such sum only, must be paid irrespective of the amount of grant that may be earned; accurate accounts of all other expenditure must be kept, and where it is impossible to separate completely between expenditure for these classes and for the purposes of the day school held in the same premises, allocation must be made on some clearly explained principle. When the necessary expenditure has thus been ascertained, it is possible that some readjustment of rates as between the various divisions, or even some general alteration may be necessary, and these rates should therefore be regarded as provisional only.

Allocation of Residue Grant for Technical Instruction.

It has been usual in the past for town and county councils to make from the Residue Grant some contribution toward the expenses of classes such as those embraced by the present Code, and as the conditions of the present Code are such as to render the maintenance of separate classes for the most part unnecessary, it is to be expected that such contributions will be continued and even increased. Where such contribution is made it is suggested that it should *not* take the form of a fixed subsidy, or of a payment upon attendances, or results of examinations. It would be better that the town or county council, if satisfied that the class for which application is made is a suitable one for aid from their funds, that it has been efficiently conducted, and that the expenditure is reasonable, should recoup managers a certain proportion or, in extreme cases, the whole of the deficiency incurred by managers in maintaining the class, after deduction of the income from fees and from the grant under this Code. In this way the danger of overlapping from concurrent grants for the same instruction will be avoided, and a clearer view obtained as to how the necessary expenses of the classes are met.

Nothing in this Code affects the power of town and county councils to establish and maintain classes for which no grant under the Code is claimed; and where they resolve to aid classes established under this Code they must determine for themselves (having regard to the provisions of the Technical Instruction Amendment Act) whether that aid shall be extended to all such classes or restricted to those falling under certain divisions only.

Local Scholarships.

Attention is directed to the provisions for Local Scholarships (Articles 77–83), and specially to the provision for the more effective study of modern languages by residence abroad.

Central Institutions.

It is hoped that the classes under the main divisions of this Code, presupposing as they do at least a modicum of general education on the part of the pupils, will be of real service to the country by diffusing, extending, and facilitating opportunities for technical instruction in the widest sense of the term to those who realise the need for it in their daily employment. But my Lords are of opinion that any scheme of technical education would be incomplete which did not provide instruction of the very highest kind in applied Science and Art to selected students who will devote their whole time to study. They think, therefore, that a further differentiation of institutions is necessary, and that instead of all alike being subjected to the same set of regulations, as has been done hitherto, a few which have had an outstanding record of success in the past, which are well staffed and well equipped for a considerable variety of work, and which are situated at the natural centres of population for large areas, may be allowed to proceed upon lines of their own, in the hope that they may develop into institutions worthy to rank, not in number of students, but in quality and advancement of work, with the best of their kind in any other country. It is from such institutions, and the opportunities of research and

discovery which they will naturally afford, that decisive advantage to the industries of the country, in so far as that is dependent on educational arrangements, is to be looked for.

For this purpose provision is made in Article 87. The institutions to be placed in this category will be carefully selected, but it would be premature to state at this stage the exact nature of the arrangements which it may be found expedient to adopt in regard to them.

I have, etc.,

H. CRAIK.

SPECIAL MINUTE UNDER ARTICLE 87 OF THE CONTINUATION CLASS CODE. (MADE ON THE 24TH JULY, 1901, AND AMENDED 9th JUNE, 1903) APPLICABLE TO THE GLASGOW AND WEST OF SCOTLAND TECHNICAL COLLEGE.

Resolved:

That the Glasgow and West of Scotland Technical College shall be exempted from the operation of the Code in terms of the said Article, and that an annual grant not exceeding one-half of the sum approved by the Department in each year as the net cost of maintenance of the said College shall be made thereto from the 31st July, 1903, upon fulfilment of the following conditions:—

(1) That the Scheme of Work of the College as a whole shall be annually submitted to and approved by the Department.

(2) That the qualifications of all lecturers and teachers who may be hereafter appointed shall be submitted to the Department for approval.

(3) That the Governors shall annually submit to the Department a report on the work of the College for the preceding year, and shall further make to the Department a return of such particulars relating to the College as may from time to time be called for.

(4) That the accounts of the College shall be audited to the satisfaction of the Department, and an abstract thereof submitted for their information.

(5) That the Department may, at such intervals as may be determined, cause an inspection to be made of any department or departments of the College, either by officers of the Department or by other suitable persons, and obtain from them a report on the work of the said department or departments.

(6) That all Diplomas and Certificates issued by the College shall be awarded on conditions approved by the Department, who in the case of any examination for Diplomas to be recognised by the Department for any purpose may require the appointment by the Governors of an assessor approved by the Department to act along with the Professors or Lecturers of the College in conducting the examination.

(7) That the Governors shall, from time to time, make regulations to be approved by the Department as to the qualifications to be required of students for admission to the College or to any class thereof, and shall show to the satisfaction of the Department or its officers that the approved conditions of admission are being observed.

(8) That the efforts of the Governors shall be directed in the first place to strengthening and enlarging the Day Department of the College for the study of various branches of Applied Science, and to making such provision of trade classes either in the day or the evening as the circumstances of the district may seem to require.

(9) That no classes in subjects other than those of an industrial and technical character shall be established, nor classes of an elementary standard maintained in other than the "Trade" subjects already referred to, without the express sanction of the Department.

(10) That there shall be an annual contribution to the funds of the College from sources other than the grant under this Minute, but exclusive of income from fees, at least equal to the said grant.

H. CRAIK.

Note.—The Minutes establishing the other recognised Central Institutions were on similar lines.

Circular 350.

RE-ISSUE—ORIGINALLY ISSUED ON 8TH MARCH, 1902.

Continuation Class Code.

(*Articles* 70–72.)

Scotch Education Department.
14th December, 1903.

SIR,

1. I am directed to call your attention to Article 70 of the Continuation Class Code and to Appendix No. 2 to that Code, providing for the issue by Managers of certificates of satisfactory attendance and progress to students of Continuation Classes. The nature of the procedure which My Lords consider should be followed in the award of these Certificates will be gathered from paragraph 13 of this Circular letter and from the Forms A85 and A52, which have been prepared for use in this connection.*

2. In the first place, I am to point out that all Certificates presuppose a certain standard of attendance, which should as a rule be not less than 75 per cent. of possible attendances. All proposed variations from this rule should be submitted beforehand for the approval of the department.

3. Besides satisfactory attendance a certain standard of proficiency in the studies of the class will be required for the issue of the Certificate. But it should be clearly understood that this proficiency is not to be gauged by the result of any single examination held at the end of the Session, either by the Managers themselves or by any outside examining body. It is presumed that class examinations in those subjects which admit of it will be held by the Teachers, not merely at the end of the Session but at intervals throughout the Session, and each of these examinations should have due weight in determining the award of the Certificate, though it is obvious that increasing importance should be attached to those held towards the close of the Session. The examination papers set, the answers of the students, and the marks awarded should be carefully preserved in the School (Article 15), so that His Majesty' Inspector at any of his visits may have an opportunity of satisfying himself whether the examinations held were an adequate test of the instruction according to the approved programme of work of the class, and whether the award of marks has been carefully and fairly made.

4. But the proficiency of the student should not be judged by the result of examination alone. Due weight should also be given to essays, home exercises and other forms of work connected with the class, and it will be found that on the forms issued provision is made for recording the value of the student's work as shown by such exercises. The essays and exercises, where their nature admits of it, should also be preserved, so that His Majesty's Inspector may have an opportunity of satisfying himself as to the actual standard of marking. The relative value to be assigned to class exercises as compared with examiations will vary with the nature of the subject, and much must be left to the discretion of the teacher, though it is probable that the danger to be

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* Copies of these forms may be obtained on application to the Scotch Education Department.

guarded against is rather that of attaching too little rather than too great importance to class work as compared with examinations, In some subjects, as for example, in laboratory work or in drawing, it is obvious that the daily class work should be of greater relative importance as a means of determining the efficiency of the student, and may even altogether replace the examinations.

5. If the purport of the foregoing remarks has been rightly apprehended, it will be obvious that what Their Lordships have in view is a more exacting rather than a less rigorous test of a student's proficiency in any subject than that which governed the award of certificates of this nature before the introduction of the Continuation Class Code of 1901. They desire to give full value to examinations, but They recognise that examinations alone are far from being an adequate test of a student's proficiency, particularly if but a single examination is held, and that exclusively in writing.

6. The Certificate to be issued should express a deliberate judgment as to the proficiency of the student in the work of the class, as judged from every point of view, and it must therefore rest primarily upon the judgment of the person, viz., the teacher, who is best acquainted with the work of the student in all its aspects. It is obvious that a very grave responsibility will therefore rest upon the teacher in connection with the issue of these Certificates, and My Lords trust that this responsibility will be fully realised. Each Certificate will be a public statement over the signature of the teacher that the student named has attained such and such a degree of proficiency in a certain subject. The practical importance of these Certificates may be very great. A merchant, for example, ought to be able to infer from the Certificates in Commercial Arithmetic, Book-keeping, Handwriting, etc., presented to him by an applicant for a situation what the merit of the application is. And so for other employments. Employers will accordingly have a right to complain if these Certificates are found to be in any degree untrustworthy, and it may be the duty of the Department, should culpable negligence in the award of these Certificates be brought home to any particular teacher, to suspend him from further recognition under the Continuation Class Code. But They are unwilling to regard any such contingency as more than remotely possible.

7. While the award of the Certificates and the specification thereon of the student's attainments will rest primarily with the teacher, a certain responsibility in these respects will also devolve upon Managers. They will discharge this most effectively by exercising due care in the appointment of the teacher, having regard not only to certificates of attainment, but to their confidence in his probity and sense of honour. They may as an additional precaution institute an inquiry by *competent* persons as to the sufficiency of the data on which it is proposed that the award of the Certificates shall be made, and they may even, for this purpose, institute a control examination. This examination, however, should serve the purpose only of determining broadly whether the teacher's judgment as to the merits of candidates may be accepted. If the result is satisfactory, the application should be made for authority to issue Certificates ; if not, further inquiry must be made as to the grounds of divergence, and a fresh list must be adjusted accordingly, In no case will the issue of Certificates on the results of the control examination alone be authorised.

8. As a further guarantee of the trustworthiness of these Certificates, and consequently as a means of enhancing their usefulness, H.M. Inspector will at any of his visits make such examination as he may deem necessary of the examination papers and exercises set previous to his visit, of the answers of the students to them, and of the values recorded for them in the mark book of the teacher (Article 15). As a result, he may make a recommendation that the standard of marking should be raised or lowered in any particular case, and on the result of his accumulated experience, at the end of the Session he will be able to advise the Department whether the list of candidates forwarded from any particular class should be accepted, whether further enquiry should be made, or whether sanction for certificates should be altogether refused.

9. It is scarcely too much to expect that, as a result of these successive guarantees, the Certificates finally issued will be at least as trustworthy as those issued on the results of a single written examination. The system on which they are awarded, while giving free play to any desirable variation in the syllabus of instruction will enable more detailed information to be given as to the nature of the candidates' attainments—a point of great practical importance.

10. Having in view the great variety of subjects and combinations of subjects which are possible under the Continuation Class Code, My Lords do not propose to issue or to prescribe any uniform type of Certificate. It is obvious that the nature of the entry which ought to be made on the Certificate, if it is to serve its purpose of giving a clear indication of the nature of the candidates' attainments, must vary considerably for different classes of subjects. At the same time the purpose of the Certificate is in all cases the same, viz., to state the exact nature of the attainments to which it certifies in a form which, while sufficiently precise, will be easily understood by merchants and others who may have occasion to refer to them.

11. The Certificate should first and foremost show clearly the range of instruction to which the Certificate is relative. Accordingly, while the name of the subject only, *e.g.*, Commercial Arithmetic, need appear on the face of the Certificate, there should be printed on the back of it a syllabus or description of the actual subjects of study which are to be understood as embraced under the general title appearing on the face of the Certificate. Further, this syllabus or description should be that of the work *actually overtaken* by the class, and not simply what was proposed to be done at the beginning of the Session. Having thus defined the exact scope of the instruction to which the Certificate is relative, what is needed in addition is that the Certificate should show clearly the comparative proficiency of the student in that range of study. This might be done by stating the percentage of marks obtained by him at the class examinations held, the mark given for class exercises of various descriptions and for laboratory work (if any). Moreover, when the syllabus is of such a nature that several distinct branches of study are comprehended in it, or when one aspect of a subject may with advantage be emphasised, it may be advisable that a separate entry should be made of the student's proficiency in each branch, or at all events in that branch which is most indicative of advancement in the course of study as a whole. For instance, in a Modern Language course a mark for pronunciation might be separately entered, and in Shorthand the speed of writing attained might be indicated. In Certificates given in Classes, under Division I., the student's proficiency in Arithmetic, Spelling, Composition and Handwriting should be shown separately. In all cases there should be added a summary mark which gives an estimate of the student's proficiency in the work of the class as a whole, account being taken of all aspects of it.

12. The Certificate should be convenient in form and size, and should show the age of the student, the number of hours of attendance made by him (out of a possible number of hours) and, where it is relative to other Certificates—*e.g.*, when it is for a first year's course in a subject in which there is also a second year's course—the relative value of the different Certificates should be clearly shown. The Certificate should also bear the name of the School Board or other authority by which it is issued, the year of issue, and the Division of the Code in which the class has been recognised by the Department. It should be signed by the teacher of the class, and where the class is part of a larger organisation, by the principal teacher. It should also be signed by the Chairman of the Board, or other person specially deputed, in the name of the Managers.

13. The procedure which My Lords propose for authorising these Certificates is as follows:—

1. Form A85 (or A52) should be forwarded to the Department *in duplicate* as soon as the Managers have been able to get their list of proposed awards adjusted. There should be forwarded at the same time

a specimen (also in duplicate) of the actual Certificate which it is proposed to issue. In framing this Certificate the Managers should bear in mind that it must record fully the details of work entered upon the Forms, and that the terms and values used upon each should be identical.

2. When My Lords have satisfied Themselves, after such enquiry as They may think necessary to make, that the award of Certificates has been properly made, They will return one copy of the draft Certificate and the duplicate Forms to Managers with an authority to issue Certificates to all, or certain, of the candidates on the list.
3. These Certificates should be made out on the approved form, and should be signed, as already stated, by the teacher and a representative of the Managers.
4. They should then be forwarded in parcels to the Department, when, after verification from the list retained in the Department, each Certificate will be stamped with the approval of the Department and returned to the Managers for issue to the candidates.

14. Applications for the special examinations of students who have completed a course under Division III, with a view to the award of Certificates under Article 72, should be made at the beginning of the Session. Examination under this Article can only be relative to a course of study which has been submitted beforehand for the aproval of the Department for this purpose and has been adjusted in accordance with its requirements. It is not contemplated that this examination should be held until the approved course has been worked out to Their Lordships' satisfaction. At the conclusion of the course the Managers should forward to the Department a list of those pupils whom they wish to present for the award of Certificates, and arrangements will then be made for their examination by officers of the Department. The Certificates to be issued will be described as Honours Certificates, and will, subject to the conditions of Article 65, be accepted as a qualification to teach subjects included in the course (Article 73).

I am, etc.,

H. CRAIG.

V. TRAINING OF TEACHERS.

Circular No. 247.

TRAINING AND EXAMINATION OF PUPIL-TEACHERS.

Scotch Education Department,
April, 1899.

(*To H.M. Inspectors of Schools*).

SIR,

Under the existing arrangements for the examination of Pupil-teachers during the course of their apprenticeship, examinations take place only at the end of the 2nd year.

Furthermore, of those who would fall to be thus examined, a very considerable proportion are excused the examination in accordance with Art. 70 (d) 5. on account of the Leaving Certificates held by them.

Their Lordships gladly recognise the impetus which these exemptions have given to the higher studies of Pupil-teachers, and would not willingly do anything to check progress in this direction: but certain subjects of the Pupil-teacher course which are of the very first importance in the training of the future teachers of Elementary Schools are of necessity either not tested at the Leaving Certificate Examination, or not tested to the degree which is necessary in the case of Pupil-teachers.

These subjects are READING, SPELLING, MUSIC and NEEDLEWORK, and to a less extent, HISTORY and GEOGRAPHY, and it is Their Lordships' desire that H.M. Inspectors should take every precaution to see that these subjects receive *continuous* attention throughout the Pupil-teacher course.

On the other hand, provided that the Inspector is satisfied that the instruction given in these subjects is continuous and efficient, there seems to be no particular advantage in setting a uniform test to be taken by all candidates.

It is accordingly proposed that ALL Pupil-teachers (not merely those who, being at the end of their 2nd year, attend the Collective Examinations) should be tested by H.M. Inspector on his visit to the schools as follows:—

Reading and Recitation:—The Inspector should inquire how and when these subjects are taught, and if satisfactory provision is not made, should report the fact to the Department. He should hear the Pupil-teachers read, deducting marks if necessary in the case of those at the end of their 2nd year, in the manner shewn in Form 10; and in the case of other Pupil-teachers, reporting to the Department any instance of a Pupil-teacher failing to attain a really satisfactory standard of clearness, fluency and intelligibility. In Recitation it will suffice to ascertain that preparation is evenly distributed over the year, and that the candidate at any visit has made proportionate progress.

In connection with this subject of Reading, My Lords are of opinion that Pupil-teachers should be encouraged to read, in each year of their apprenticeship, one or more books of standard English literature, and to make themselves acquainted with the matter as well as the form of the work. When this is done, the reading might be taken from the book selected, and some informal examination might be held as to its contents. Their Lordships desire that for the present this should be a voluntary exercise, and the choice of the book should be left to the candidate, though every opportunity should be taken of guiding his choice in the direction of good literature.

Spelling and Dictation:—It should be first of all ascertained what means are taken to perfect Pupil-teachers in Spelling. A Dictation exercise may be set for Pupil-teachers separately, or in conjunction with the highest class of the school. The spelling of all the written exercises of Pupil-teachers in their second year should be taken into account in awarding marks.

Music :—The Pupil-teachers' knowledge of the Theory of Music, according to the requirements for the respective years, may be tested in any way the Inspector may think proper, either orally, or by writing on paper, slates or blackboard. Pupil-teachers may be encouraged to advance beyond the work prescribed for their year, but nothing beyond that work should be demanded as an absolute requirement.

For the convenience of Inspectors and as an aid to them in this examination, a series of 12 tests for each year has been prepared, and this number will be added to from time to time; but the use of these tests is not obligatory. When they are used, they should be judiciously varied in the different schools, and should not be allowed to pass into the possession of the candidates.

My Lords have further caused a series of tests of PRACTICAL SKILL in MUSIC to be prepared (as well as instructions for applying them), and though it is not proposed that these should form a compulsory exercise during the present year, their voluntary use should be encouraged in order that candidates in the various schools may obtain some knowledge of the attainment to be expected in future years.

H.M. Inspector will use his discretion in the use of these as well as of the Theory tests, will encourage Pupil-teachers who have musical faculty to progress beyond the bare requirements, and may from time to time require them to conduct a class in singing as part of their examination in the practice of teaching.

In this, as in other subjects, H.M. Inspector will be careful to inquire as to the arrangements for teaching the subject and the time given to it.

Needlework :—In NEEDLEWORK, similarly, a series of tests for each year has been prepared from which H.M. Inspector may select exercises to be done by pupil-teachers, either on the occasion of his examining the NEEDLEWORK of the school, or at any other convenient time: but H.M. Inspector is not restricted to the use of these tests, and, in the event of a visit made a considerable time before the close of the school year, the exercise set should have reference to the work completed up to that time. It should be ascertained whether home work is given in this subject and if so, whether the amount is excessive or not, and the arrangements for teaching the subject generally should be inquired into.

Pupil-teachers in their 3rd and 4th years might be expected to be able to conduct a class in NEEDLEWORK.

History and Geography :—It is not proposed for the present to add to the examination requirements in these subjects, nor is it proposed to set any general test to those Pupil-teachers who do not attend the Collective Examination: but in these, as in the subjects already mentioned, My Lords regard it as of the utmost importance that the instruction given should be systematic and continuous throughout the Pupil-teacher course, and the Inspector's inquiries should be directed to ascertaining whether this is so. It may fairly be expected that when the instruction in these subjects is systematic, evidence thereof will be found in the dated exercise books of the Pupil-teachers, and in the record of monthly or quarterly examinations held by the teachers. Provided that the instruction conforms to the above requirements, My Lords have no desire to prescribe minutely the work for each year, nor do They wish to limit the discretion of the teachers by requiring them to prepare for a prescribed test in each year.

It will be seen from the foregoing that My Lords attach great importance to ascertaining the actual character of the instruction given to Pupil-teachers, and They think that some account of this instruction might occasionally with advantage be appended to the report on the school.

Where the Pupil-teachers, under any body of Managers, are instructed not in their own schools, but at a Pupil-teachers' Institute or other Centre,

it is desirable that such Institute or Centre should be visited from time to time while instruction is being given, and that an annual report on such instruction should be submitted for Their Lordships' consideration.

It is assumed that examination in the subjects dealt with in this Circular will, as a rule, be made at the school on the occasion of the visit of H.M. Inspector; but Their Lordships understand that, in certain districts, it is the practice to assemble all the Pupil-teachers (not only those of the 2nd year) under one Board or set of Managers for examination in READING and certain other of the subjects dealt with above. They approve of this practice, and consider that it may be followed with advantage wherever Pupil-teachers from a number of different schools can be conveniently brought together for examination in the subjects of this Circular.

It may also, for various reasons, be found convenient in certain circumstances to take the Examination in MUSIC and NEEDLEWORK of those Pupil-teachers, who being in their 2nd year, attend the Collective Examination at that Examination. A note as to the mode of doing so will be found in the Instructions relative to the Collective Examination (Circular 248.) But when these subjects are so taken, H.M. Inspector should be careful to see that the examination in these subjects of Pupil-teachers who do *not* attend the Collective Examination is not omitted.

I have, etc.,

H. CRAIK.

Classes for the Further Instruction of Teachers under Article 91 (*d*) *of the Code.*

Circular 294.

Scotch Education Department,
1st August, 1900.

(To Local Authorities proposing such Classes.)

SIR,

As some misapprehension appears to exist regarding the nature and object of the classes to be conducted under Article 91 (*d*) of the Code and the method of establishing and conducting them, My Lords think it desirable to make the following explanations.

Nature and object of the classes.

These classes are in no way to be confounded with classes conducted under the provisions of the Science and Art Directory in the same or analogous subjects. They differ in respect that the classes under Article 91 (*d*) of the Code are (1) for the further instruction of teachers and of teachers only; (2) that the object of instruction in these classes is not simply the acquisition of knowledge, preparation for the examinations of the Science and Art Department, or the obtaining of qualifications as teachers under the Directory, but the *training* of the teachers with the direct object of rendering the instruction in such subjects as Drawing, Nature Knowledge, Manual Instruction, etc., in the schools of the district as efficient as possible.

The course of instruction need not follow the lines of the syllabus of any subject given in the Science and Art Directory nor any combination of these subjects, but should rather be a course of instruction especially designed for the object in view. A programme of the proposed instruction in each subject should accordingly be carefully prepared and submitted for the approval of the Department, who must also be satisfied that the instructors proposed have not only special knowledge of, or skill in, their particular subjects, but are competent to give advice and direction as to the best method of conducting such studies in schools, and if necessary, to illustrate their methods in practice. *The grounds on which any particular instructor has been selected should be very fully stated.*

Financial arrangements.

The authority proposing such classes must have funds from which it is competent for them to defray the whole expenses of the classes in the first place, it being understood that on the satisfactory completion of the course a grant amounting to not more than three-fourths of the actual expenditure after deduction of the income from fees will be paid by the Department. The remaining portion must be an actual outlay on the part of the Local Authorities who undertake financial responsibility for the classes and may not be made good either in whole or in part by fees payable by the students attending the classes.

On these conditions my Lords are prepared to entertain proposals from Town and County Councils, or other Local Authorities, for the establishment of such classes at such centres as may be found most convenient. But in view of the special facilities for giving instruction of the kind desired which exist at certain central institutions, such as Schools of Art, Technical Institutes, Agricultural Colleges, and in some cases Secondary Schools, my Lords consider that where possible Local Authorities, instead of establishing classes of their own, should come to an arrangement with the Managers of such institutions as to the terms upon which they would be prepared to establish and maintain classes of the kind desired. In such a case one of two courses might be followed. The Local Authority might make itself responsible for the whole cost of the classes arranged for, in so far as that cost is not covered by fees, receiving directly any grant which may be made in terms of Article 91 (*d*). The other course—and one which would be specially adapted to the cases where classes were established at the instance of more than one Local Authority—would be that the Managers of the school or institution should be in direct relation with the Department, and should as a Committee of or agents for the various Local Authorities who undertake financial responsibility for the classes, make the necessary arrangements for the conduct of the classes, and receive the grant under Article 91 (*d*), obtaining a guarantee from each Local Authority for a fixed proportion of the expenditure which must be borne locally.

Preliminary proposals.

Local Authorities who propose to establish such classes will on application to the Department receive a Form for the statement of particulars required for the information of the Department. This Form must be returned to the Department *at least one month before the date proposed for the first meeting of the classes,* in order that opportunity may be afforded for the due consideration and adjustment of the proposed course of instruction.

Inspection.

When on consideration of the information supplied a class has been recognised, it will be visited from time to time on behalf of the Department by an officer deputed for the purpose, who will also towards the end of the course make a report on the work of each individual student. For that purpose he will take into consideration the character of the work done by each student during the session, and the observations of the instructor thereon, but may also set such supplementary tests—oral, written, or practical—as he may think necessary. Such tests will, however, be relative to the work actually undertaken at meetings of the class, or in connection therewith.

Credit to be given for satisfactory attendance and work.

The names of all teachers who have regularly attended a recognised class and whose work is favourably reported on as above, will be recorded in the Department and credit will be given for such attendance and work in connection with any requirement of qualification for the teaching of certain subjects under the Code which Their Lordships may hereafter find it desirable to institute.

Satisfactory attendance and work at a recognised course of instruction of sufficient length in *Drawing* will be held for the present to constitute a qualification to earn grants for Drawing in terms of the footnote to Article 19B4 of the Code, and in lieu of the certificates mentioned therein, but Their Lordships may on consideration of the length of the course in any particular case, and the character of the instruction given thereat, require attendance at a supplementary course as a condition of continued recognition.

The classes may be held at any time of the year as best suits the convenience of those concerned, and may provide for instruction either on successive days (holiday courses) or at regular intervals, *e.g.*, on successive Saturdays. The attention of Instructors and others responsible for framing syllabuses of instruction is particularly directed to the Appendix.

I have, etc.

H. CRAIK.

APPENDIX.

My Lords desire to leave a large liberty of suggestion to Managers both as regards the subjects taught in these classes and the details of the course of instruction, but their views on both these points must be clearly formulated in their preliminary proposals in order that each proposed course may be fully considered on its merits.

As regards certain of the courses, however, the following general principle should be kept in view.

I. As regards courses for the instruction of teachers in Drawing.

Drawing (a).

The essential part of every course must be practice in free arm drawing on a large scale from the shoulder upon blackboards or other specially prepared surfaces, the chalk or charcoal being held in such a manner as to secure the utmost freedom of wrist action.

The forms to be drawn should be elementary art forms such as the ellipse, the oval, varieties of the loop form, conventionalised leaf forms of various kinds, the spiral, etc., arranged as far as possible according to difficulty or natural order of development.

Each form must be diligently practised till it can be drawn with ease, certainty, and *rapidity*, without preliminary measurement or blocking in and to various sizes or to fill a given space.

A bold free line is to be cultivated and for that purpose no measuring whatever should be allowed from the very start. Each line should be executed as far as possible by a single continuous movement, and accuracy should be sought not by laborious adjustments of parts of a form previously blocked out but by successive approximations to the form as a whole made rapidly and with a continuous line. The primary object of the exercise is to facilitate combined action of hand and eye and no form should be considered to be mastered till it can be reproduced with rapidity and certainty and to various sizes. When one of the fundamental forms has been mastered it should be made the basis, either with variations or in combination with other forms, of elementary exercises in design.

These various exercises will involve a large amount of practice, and as the time which can be given to practice at the actual meeting of the classes is limited, it is essential that the practice in the classes be supplemented by practice on the part of the students at home.

It is desirable that the medium of reproduction should be varied as far as possible, and for that purpose the drawing on the blackboard should from time to time be replaced by drawing the same forms with charcoal on paper or by brush drawing always on a large scale.

It is also highly desirable that practice in clay modelling should be carried on *pari passu* with the drawing and wherever possible this exercise should be included in the course but it will not for the present be insisted on in all cases.

The practical exercises should be accompanied by some explanation of the "Principles of Ornament" not necessarily in set lectures but in connection with the introduction of new forms for practice, and it is highly important that there should be at hand an ample supply of examples of good ornament

for purposes of illustration. For this reason among others my Lords must insist that wherever possible the classes for instruction in Drawing shall be held at a well equipped School of Art.

Drawing (b). One other great division of the work of these classes to be carried on *pari passu* with the foregoing practice in the drawing of fundamental forms of conventional ornament, should be practice in drawing simple forms such as leaves, flowers, or parts of flowers, shells, fish, birds and simple artificial objects *either from the actual objects or models thereof.*

For this purpose, each student should select for himself the object which he proposes to study, *being as a rule some form which has occurred or will occur in connection with the nature knowledge lessons of the school.*

The first reproductions, however imperfect, of the object selected, should be the outcome of the student's own unaided efforts as suggested to him by a careful study of the forms, but when, after correction by the teacher, a reasonably correct representation has been arrived at, it should be thereafter drawn not merely once or twice but repeatedly till it can be reproduced with facility and certainty *from memory.* Endeavour should always be made to seize the broad essential features of the object to the neglect of details, and here as elsewhere the use of a free continuous line and rapidity of execution should be constantly insisted upon. The medium of reproduction should also be varied and as far as possible a selection of the forms should be modelled in clay. Some of the simpler forms studied may with advantage be turned to account as elements of design.

Combined Course. It is suggested that both divisions of the work—the practice of conventional ornament and of design based thereon on the one hand and drawing from actual objects on the other—should be carried on at each lesson, a certain proportion of the students in turn being engaged at blackboard practice under due supervision, while the others are engaged in the study and reproduction in various ways of actual objects.

Model drawing should not be treated as a separate subject but simply as an accessory to the drawing from actual objects as above. No elaborate explanations of the theory of perspective should be entered into, but it may be found advantageous at a comparatively early stage to direct attention to the varying appearances of some simple object such as a pointer or a box, or a ring, when held in different positions and to the difference between apparent and real measurements.

Applications of Geometry —Handwork. II. On consideration of the various exercises commonly grouped under the head of Geometrical and Mechanical Drawing, My Lords are of opinion that they have no necessary connection with such a course of instruction in Drawing as that outlined above and that they should rather form the subject of a separate course *to be taken in conjunction with either cardboard modelling or woodwork or other form of practical application of the principles involved.*

Such a course would on its theoretical side embrace an explanation of the construction and use of scales, and of various measuring instruments, representation of objects in plan, elevation and section ; the making of drawings in isometrical projection ; and the principles of mechanical perspective.

The principles explained would be illustrated by the making of drawings to scale from actual measurement whether in plan and elevation or otherwise ; by the reading of such drawings already prepared ; by the use of squared paper to represent, *e.g.*, the rise and fall of the barometer, of the thermometer, of the average attendance in School, of the gas consumption, or of anything that changes definitely as time goes on ; by the making of construction drawings for use in cardboard modelling, in dress cutting, etc. ; and by the use of plan and elevation and of isometrical drawings in Woodwork.

It is not necessary that each and all of these applications of practical Geometry should be included in any one course, but proposals for any such course should make provision for the *practical application* of the subject

matter in various directions and particularly in such forms as may be conveniently brought within the range of work in schools.

On the other hand the syllabus of a course for the instruction of teachers in cardboard modelling or woodwork should always make provision for their instruction either as a *preliminary measure or concurrently in* the principles of practical geometry and geometrical drawing.

III. The work of classes for the instruction of teachers in Nature Knowledge or Elementary Science may best be conducted along two distinct lines, each of which may be regarded as complementary to the other. Nature Knowledge (*a*).

(*a.*) The first requisite is a study of the elementary principles of physics and chemistry together with practice in the methods of accurate experimental investigation.

The programme of work suitable for such a course may best be gathered from a perusal of Circular 234*, which contains suggestions for science teaching in higher grade departments, and the syllabus of work for the first and second years given therein should be followed with such modifications as may be found necessary.

(*b.*) The other and complementary course should be essentially a course of out-of-door studies having for its subject matter the meteorology, physical geography, geology, plant and animal life of a given district, studied not as separate subjects but in relation to each other. It may be convenient to make some one of these subjects, *e.g.*, the plant life of the district, the main subject of investigation but its relation to the others should be kept in view and the attention of the students should be directed as opportunity offers to significant facts irrespective of the particular branch of science which they illustrate. Each outdoor excursion should have a definite purpose, should be carefully planned beforehand, and careful notes should be made as to observations of facts and objects *in situ.*† These observations will furnish material for subsequent treatment in lectures and for practical exercises of various kinds, and it may be necessary from time to time to devote special meetings of the class to the explanation of general principles of classification in botany or natural history or to other relative matters. But for this purpose the home reading of the students should be mainly relied on, and it will be an important part of the duties of the instructor both at these courses and the courses in physical science to direct the reading of the students, to examine them thereupon, and to prescribe home exercises of various kinds. It is obvious that work of the kind indicated under head (*b*) may be more conveniently taken in summer courses, while the exercises under head (*a*) may be practised in winter, but the two lines of study should be regarded as essentially complementary to each other, and need not be kept in rigid separation.

IV. My Lords are also prepared to consider proposals for courses of a more special nature, *e.g.*, for the instruction of teachers in country districts in the principles of agriculture—to be held preferably at agricultural colleges—but They are of opinion that as a rule such special courses should be preceded by instruction of a wider range such as that outlined for the two preceding courses of nature knowledge. Other Courses.

Proposals for the instruction of teachers in various branches of household economy (including cookery, laundry work, etc.), in courses of suitable physical exercises, or in military drill, or for the instruction of teachers in certain districts in navigation will also be entertained. It should be understood, however, that no proposals for the instruction of teachers in any subject of practical instruction will be considered satisfactory which do not make

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* To be obtained on application to the Department.

† The interest of well-informed members of local Field Clubs and Natural History Societies should where possible be enlisted, and the formation of Field Clubs or Natural History Societies among the teachers themselves in districts where such Societies do not already exist might be expected as the natural outcome of some of these courses.

provision either as a preliminary or concomitant for the sufficient explanation of any theoretical principles involved.

Object of the Courses.

V. The length of the course which may be required in any given subject and the value to be attached to attendance at such a course are matters to be determined by experience, and it may be found necessary in certain cases to require that attendance at a given course shall be supplemented by further instruction before such attendance can be regarded as a satisfactory preparation for teaching the relative subject in schools.

On the other hand, the special object of these classes must be kept clearly in view. They are intended to enable teachers who are already certificated, and who are either untrained, or have not had the benefit of suitable training during their course at the training college to perform efficiently certain duties of instruction laid upon them by the present Code. It follows that the instruction given, though thorough within its own sphere, must be largely of an elementary nature and of a kind analogous to what will subsequently be given by the teachers in their own schools. My Lords do not wish to lay down any hard-and-fast rules as to the extent to which the instruction so given should be carried, or as to the number of courses which a teacher may attend, but as a general rule it may be said that advanced instruction in art, or the special study of some branch of science such as may be required for a University degree, is no part of the work of these classes and such instruction when desired must be obtained in classes conducted under the provisions of the Science and Art Directory or elsewhere, at the teacher's own expense.

The instruction in these classes must have constant reference to the methods of work to be adopted in the schools, and it is hoped that these references and the resulting discussion and interchange of opinion may not be without their influence both on the teaching of the subject in hand and in giving clearer views as to the object and methods of school work generally. To that end the method of study should be that of the *seminar*. That is to say, the members of the class should be regarded as a body of students pursuing some line of investigation in common under the leadership of a specially qualified person rather than as mere auditors of lectures.

Circular to Training Colleges and Local Committees for the Training of King's Students.

Circular 329.

Scotch Education Department.

30th August, 1901.

SIR,

Following the precedent set in the case of science and drawing last year, My Lords have now resolved as regards the other subjects also of examination for students in training to depart from the practice of examining the students upon a uniform prescribed syllabus, and, subject to certain general conditions, to invite the authorities charged with the training of teachers (hereinafter called Managers) to submit for approval the courses of instruction which they deemed best suited for different classes of students. To facilitate the formation of well-ordered and coherent courses of study covering the *whole* period of the students' training, They have resolved, as you will observe from the footnote to Article 47 I. of the Code, to discontinue the separate examination at the end of the first year of training.

I. In framing courses regard should be had to the following considerations :

(*a*) The students dealt with fall into two main classes, viz. (1), those who being qualified in terms of Article 95 (*d*), or 96, are in attendance at University classes ; and (2), those who are not. A separate course of instruction should be submitted for each of those classes of students.

(*b*). The subjects of instruction also fall into two main classes, viz. (1) those intended to secure a sufficiently high level of general culture on the part of the students themselves, and (2), what may be termed professional subjects.

The provision to be made under both these heads for each of the foregoing classes of students should be distinctly shown.

(*c.*) The work of the University students—and in a less degree the work of the non-University students—will naturally fall into two distinct periods in each year, viz., the winter session and the summer session, and a conspectus of the range of work for each session separately should be given.

II. Provision must be made for the due instruction of NON-UNIVERSITY STUDENTS in the following subjects:—

A.	B.	C.
1. Physical Exercises and Drill	1. Voice production and Phonetics.	1. The principles of Education.
2. English.	2. Drawing.	2. School methods and practice in teaching.
3. History.	3. Singing.	
4. Arithmetic, Algebra and Geometry.	4. Needlework (for women).	
5. Science.		
6. Geography.		

(*a.*) The instruction in each of these subjects should follow the indications given under the several heads in the Appendix to this circular.

(*b.*) The subjects of Division B must be taken by all students except such as may be exempted by special permission of the Inspector of Training Colleges.

(*c.*) Students who on entering or during their course show special proficiency in subjects B 2, 3 and 4, may be allowed to give a reduced time to these subjects.

(*d.*) While the subjects of Division B., except as specified above, must form part of the regular course of instruction for all students towards obtaining a certificate, the certificate issued will not of itself confer a qualification to teach subjects B. 2, 3 and 4. Such qualification will be given to those students only who have reached a certain standard of attainment in the particular subject.

(*e.*) The foregoing subjects, except where otherwise specified, must be taken by all non-university students, and candidates who have successfully completed the course of study in these subjects, may be recognised as "certificated teachers" in terms of Article 52 of the Code.

III. UNIVERSITY STUDENTS:—(*a*) The classes to be taken by students at the University should be arranged for each College in one or more groups, one or other of which shall be taken by each student in a prescribed order of classes. The classes composing each group should be determined by considerations of the value of each towards the training of a teacher, and not by the convenience of students in working towards a degree. A three years' course should be shown for each group irrespective of whether the students as a whole will proceed to a third year of study.

(*b.*) When the classes of English Literature or Natural Philosophy form part of any group they must not be taken earlier than the second year of study, and must be preceded by the first year's courses in English and Science respectively arranged for non-university students.

(*c.*) University students, in order to be recognised as "certificated teachers" must, in addition to the University classes prescribed in the scheme submitted by managers and approved by the Department, take also the subjects of II. C. They may be exempted from the subjects of II. A. (except the subjects of English and Science in which a full two years' course must be taken, of which one year may be at the University classes of English Literature or Natural Philosophy), and from such of the subjects of II. B. as the Department, on the proposal of managers, may determine. The certificate issued in such cases will not carry a qualification to teach the subjects of II. B in respect of which exemption is granted.

IV. The award of marks for the various subjects, following the practice adopted in former years in the case of University students, and extended in the past session to the subjects of science and drawing, will be made on the report of the various Professors or Lecturers, and in the case of training colleges of the Principal of the college, but subject to such investigation and further examination as the Inspector of Training Colleges shall see fit to make either personally or through any officer of the Department. The report of the various Professors and Lecturers shall take account not merely of the results of class examinations held by them, but also of the class exercises of the student, whether written or practical, and of his appearances in oral examinations of the class. The materials upon which the report is based, so far as these are available, shall be submitted for the consideration of the Chief Inspector of Training Colleges or his deputies, at such times and places as he may determine. The Department reserves to itself the right in all cases to hold such supplementary or control examinations as may be deemed necessary.

V. Recognition as a "Certificated Teacher" (Article 52 of the Code), granted upon the successful completion of courses of study as aforesaid, tested in a manner laid down in paragraph IV. shall not carry a qualification to teach a modern language, but an endorsement of such qualification may be made in respect of any language for which a student holds a Higher Grade or Honours Leaving Certificate or in which he has passed an examination accepted by the Department as equivalent, provided that he has been duly instructed in the method of teaching the subject and has satisfied such tests as to knowledge of the spoken language, as the Department may from time to time impose.

VI. Similarly, recognition as a "Certificated Teacher" shall not carry a qualification as teacher in a specially recognised Infant Department (Article 19 B 5 of the Code), but an endorsement of such qualification may be given in the case of students who successfully complete a special course of instruction in Infant School methods. Such courses must provide sufficient practice for the students in Elementary Handwork, and in the other special occupations of an Infant School.

VII. Managers may provide in their own or other institutions supplementary courses for the training of any or all of their students in:—

(*a*) Household Management (including Cookery and Laundry work).
(*b*) Woodwork or other manual occupations.
(*c*) Agriculture or Horticulture.
(*d*) Any other well-defined course of study calculated to enhance the efficiency of teachers for special classes of Elementary Schools.

The details of such courses must be submitted to the Department for approval and a corresponding endorsement will be made on the certificates of students who successfully complete an approved course.

VIII. Managers should submit in the first place, and at as early a date as possible, a general plan of study showing the distribution of the foregoing subjects over the whole period of the students' training. Except where otherwise stated, Managers are free to make their own proposals as to the relative time to be allotted to the various branches of study and the duration of each course. When this general plan has been approved time tables and syllabuses of work in conformity therewith should be submitted at the beginning of each session.

IX. My Lords will be prepared to consider, if necessary, proposals for the modification of the foregoing regulations in respect of the present second year students.

I have, etc.,

H. CRAIK.

APPENDIX.

The nature and scope of the instruction in the subjects of paragraph II. of the foregoing circular should, where specified in the following syllabus, follow the indications given under the several heads.

A.

1. Physical exercises and drill; explanation of the *rationale* of the exercises, and a course of instruction in the laws of health.

2. English. (Instruction in this subject in one or other of its branches must extend over the whole period of training).

(*a*) Instruction in the principles and practice of English Composition,

(*b*) The study in class and in detail of the style, subject matter, and literary and historical associations of selected works of English Literature. The works selected should comprise examples both of poetry and prose, and should be typical of different periods of Literature.

(*c*) The home reading by the students of a wider range of selected books, with a view to obtaining an acquaintance with the subject matter, and the writing of themes or compositions thereupon. The books selected for this purpose should comprise at least one standard work on History.

(*d*) An elementary study of Latin with a view to the better comprehension of English. This should comprise a study of the common Latin word-forms and constructions, especially in their bearing upon the structure of English. It should be carried to such a point as to enable the students to make out the meaning of easy passages from a Latin delectus.

3. History. Examinations on the contents of the work of History read under 2 (*c*); comparison with other accounts of the same events; a course of lectures on present day institutions of Government and their historical origins.

4. Principles of Arithmetic, Algebra and Geometry.

This should include a thorough explanation of arithmetical conceptions—in particular of the functions of vulgar and decimal fractions—and their generalisation in algebraical form.

Geometry, in the case of women students may be restricted to geometrical drawing and the theory of the geometrical constructions and conceptions, which naturally emerge in the Science course.

5. Science.

(*a*) A course of experimental work in Elementary Physics and Chemistry extending over the winter session of both years.

(*b*) A similar source of first hand investigation by the student relating to one or more branches of Natural Science to be conducted in the summer terms. (Courses of the kind conducted by several of the colleges last session will satisfy these requirements).

The primary object of the course is a disciplinary one, viz., the training of the students in the methods of scientific investigation. It should have the result of accustoming the student to represent and describe phenomena as he actually sees them, and to form his own theories and apply his own tests with such guidance and explanation as the instructor in charge of the course may find it expedient to give. The accumulation of knowledge is a matter of secondary importance.

6. Geography.

A course of lectures on the study of geography. Practical exercises in the construction and use of maps, including sketch maps from rough surveys of the physical features of neighbouring localities.

B.

1. A course of instruction in Reading and Speaking. Voice production; the discrimination of English sounds and their representation in phonetic and common alphabets.

2. Drawing. A course embracing the sub-divisions of Schedule IV. of the Code and such more advanced work as the students may be capable of.
3. Singing and knowledge of musical notation.
4. Needlework (for women).

C.

1. The principles of education, including such preliminary study of psychology, logic and ethics, as may be necessary.
2. School methods and correlated practice in teaching.

The best methods of conducting a class in the following subjects in different divisions of the school.

(*a*) Reading.
(*b*) Spelling.
(*c*) English (the understanding, speaking, and writing of).
(*d*) History.
(*e*) Arithmetic.
(*f*) Nature study.
(*g*) Geography.
(*h*) Writing.
(*i*) Drawing.
(*j*) A language (optional).

Practice should also be given in conducting a class in Physical Exercises and Drill.

This course should combine the theory and practice of teaching the subjects named. It should comprise the discussion of the objects to be aimed at in the teaching of each subject, the criteria of good results, the proper gradation of the subject to suit different classes, methods of correlating different subjects so as to secure unity of result, the difficulties encountered by children in the study of each subject, and the best methods of meeting them. All these points should be exemplified from the classes of the practising school, and practice in teaching *each* subject should be combined with or follow immediately upon the discussion of that subject.

Training of Teachers. Circular 352.
Inspection of non-University Classes.

Scotch Education Department.
8th March, 1902.

SIR,

1. Adverting to previous correspondence on the subject, I am now directed to make further explanation of the procedure which Their Lordships propose to adopt for the purpose of satisfying Themselves as to the attainments and progress of King's Scholars and King's Students in the subjects of study prescribed by Circular 329.

2. It is presumed that instruction is being given in accordance with the syallabuses for each subject already submitted and approved for the present year, and that a record of the performance of the students in each class is being kept by the Lecturer or Teacher of the class in accordance with instructions already given.

3. Copies of a Form are now enclosed on which it is desired that a summary of that record, for the present winter session of each class, should be entered in the manner shown. The Forms when completed (one copy for each class) should be returned to the Department as soon as possible after the close of the session. A duplicate copy should be filled up and retained at the Training College.

4. It will be observed that the Form makes provision for entering the results of any class examinations held, and also the marks awarded for class exercises of various kinds. It is also proposed that a summary mark shall be given for each student for each subject. This mark will be mainly based upon a con-

sideration of the preceding marks, but the relative importance to be attached to each factor of the award will be matter, in the first place, for the discretion of the teacher. It is further desired that the students (for each subject) shall be arranged in order of merit according to the summary mark, though it is not necessary that fine discriminations should be made, and students of approximately equal merit may be bracketed together. The careful observance of this direction is of high importance for the purpose of the investigation which Their Lordships propose to make through Their officers as to the standard of marking.

5. It will also be observed that the Forms are more especially suited for recording the attainments of students in subjects which admit of being tested largely by written examinations: for other subjects Forms devised by the teacher to bring out the various elements on which his judgment, as expressed in the summary mark, is based, may be substituted. These, however, should follow as far as possible the forms already given, and should be submitted for approval before the necessary entries are made.

6. When the same subject is continued over more than one session, whether consecutive or not, the summary mark for the preceding session will be carried over to the Form for the current session, and will be one element in determining the summary mark for that session. In the end a judgment will thus be arrived at as to the merit of the work of a student in a particular subject throughout his whole course of training, and these final marks will be those which will receive special consideration in deciding as to the award of a Teacher's Certificate in terms of the Code.

7. An investigation will be made by officers of the Department, and other persons specially nominated for the purpose, as to the scope, method, and merits of the teaching of each particular subject, and also as to the manner in which the marks entered on the Record Sheets are arrived at. These persons will act in conjunction with, or under the direction of, the Inspector of Training Colleges. While Their Lordships are alive to the importance of the work of the Training Colleges being as free as possible from interruptions, and while They will endeavour to secure that the visits of Inspectors shall not be unnecessarily frequent, and that they shall, as a rule, be intimated, They cannot give any undertaking as to Their action in these respects.

8. It will be inconvenient from several points of view that there should be an accumulation of visits of inquiry toward the end of the summer term, and on consideration, My Lords do not think that this will be necessary for the purpose of Their inquiry. The record of marks forwarded at the end of each term will be transmitted to the visiting Inspector, together with a copy of the syllabus of instruction, and he will thereupon arrange for a visit to the College in the next or a subsequent term. It will not, of course, be necessary that he should visit the college in each term, provided that he has opportunity of inquiring, if necessary, into the whole record of a student, up to the time of his visit. His investigations at his visit will be directed to ascertaining the mode in which the award of marks for preceding terms has been arrived at, whether the tests applied are adequate, and whether they are sufficiently representative of the scope of instruction outlined in the approved syllabus. For this purpose it will be necessary that he should have free access to the mark book of the Lecturer or Teacher, the examination papers of the students, and also their exercise books, and should be afforded such explanations as to these that he may deem necessary. He may also require any papers to be sent to his address for more leisurely investigation. As the same Inspector will, as a rule, visit all the Training Colleges, an opinion as to the relative standard of marking will be arrived at, and, if necessary, an adjustment of marks made accordingly; but as an absolutely uniform standard is not essential to Their Lordships' plan, this procedure will be called for only in cases of marked divergency.

9. The inquiry of the visiting Inspector will have reference to the work of first as well as of second (or third) year students, but will, as a rule, be restricted to work done in the term preceding his visit. It may, however, be repeated in succeeding terms as often as may be necessary. It will not be necessary that he should test the award of marks in the case of each student, but only of a sufficiently representative proportion taken from different parts of the list. He will, however, in all cases make special inquiry as to the attainments of those students who have been awarded a low mark in the subject which he is investigating, and will report to Their Lordships whether or not the work of these students, or of any of them, may be accepted as satisfactory. Where the work of a student in any important subject is reported to be unsatisfactory, he will be specially warned, and inquiry will be made as to his further progress in succeeding terms, with a view to determining whether he should be suspended from recognition as a King's Scholar or Student.

10. The authorities of the Training College or Committee will be expected to report to Their Lordships at the end of any term, and particularly at the end of any year of study, any student whose conduct is unsatisfactory, or who has failed to show due diligence in his studies, and My Lords will thereupon direct a special investigation to be made into his case, and take such further action as may be called for.

11. A review of the final marks in all subjects awarded to outgoing students in each year will be made under the direction of the Inspector of Training Colleges, and the award of Certificates made in accordance therewith. For the purpose of this review the Inspector of Training Colleges may make such further investigation as to the attainments of a student in any particular subject, and may apply such tests as he may deem necessary.

12. The award of Certificates (subject to the prescribed period of probation) to the outgoing students of the present year will be made on the basis of the marks given for the work of the present year, though their position in the class list for the previous year may also, to some extent, be taken into consideration.

13. In addition to inquiring into and reporting as to the award of marks, it will also be the duty of the visiting Inspector for each subject to inform himself at his visits to the College as to the whole scope of the instruction in that subject, both for first and second year students, and to make a report to Their Lordships accordingly at the end of the session. He will have regard both to the syllabus of instruction, and to the particular methods adopted in carrying it out, and his observations on these points will be considered by Their Lordships in dealing with the syllabus proposed for next session. It should be understood that Their Lordships' approval of the syllabuses already submitted is provisional only, and They have to request that fresh proposals for the ensuing session be submitted *before the end of the summer term of the present year.* The syllabuses for each subject should be carefully drawn out in considerable detail, and should embody the result of the experience gained during the present year. They will be carefully considered in the light of the reports which Their Lordships have received from the visiting Inspectors, and it is hoped that in this way an adjustment may be arrived at which will form a fairly permanent basis of work for succeeding years.

14. The authorities of the various Colleges may, no doubt, find it useful to confer as to the general lines of work to be undertaken, but My Lords think it essential that the syllabus of work for any particular subject in a particular College should be drawn up in the first place by the person who is to be entrusted with the teaching of that subject in that College. It is not Their intention that the syllabus hitherto prescribed for all the colleges in common should be replaced by an equally general one imposed by a joint Committee of the Training Colleges, though They will be glad to receive and consider criticisms by the Committees of the Training Colleges, and the King's Students' Committees, of particular syllabuses transmitted by them.

15. It will be evident that the arrangements described above place a very grave responsibility upon the teaching staff of the Colleges, and upon the Committees, as regards the selection of that staff, and They think it necessary to require that in future all prospective appointments shall be intimated to Them beforehand, so that they may have an opportunity of satisfying Themselves as to the qualifications of the persons to be appointed.

16. It should be further understood that under the arrangements outlined a special responsibility will attach to the Principals of Training Colleges for the adequate discharge by the subordinate members of their staffs of the duties entrusted to them, and in particular for the careful and painstaking assessment by them of the relative merits of the work of the students in their classes. It will be necessary also that in the arrangements for the training of King's Students, as distinct from King's Scholars, some one shall be appointed who, whether under that designation or not, shall discharge the duties of Principal, and be responsible for the general conduct of the students, for the proper balance of their work, and for the care with which the work of the students is appraised by the various teachers.

17. The foregoing procedure for the award of marks applies only to non-University classes, whether attended by University or non-University students. The award of marks for work done in University classes will for the present be made in the same manner as heretofore.

I have, etc.,

H. CRAIK.

SCOTCH EDUCATION DEPARTMENT.

TRAINING OF TEACHERS.

EXAMINATION OF CANDIDATES FOR RECOGNITION AS QUALIFIED TEACHERS OF MODERN LANGUAGES.

Memorandum.

1. The Department is prepared to consider applications for the recognition as qualified teachers of Modern Languages of (1) Students in Training Colleges and King's Students, and (2) Certificated Teachers and Assistant Teachers (Article 79) who fulfil the following conditions :—

2. Candidates for recognition must have attended an approved course of instruction in the language professed, either at Training College or University Classes under the conditions laid down in the Department's Circular Letter No. 329, or at courses conducted under Article 91 (*d*) of the Code (or Classes recognised as equivalent thereto) extending to not less than 60 hours. A record of their work at such courses must also have been duly furnished to the Department in the prescribed form.

3. The examination consists of two parts—the Written Examination and the Oral Examination. *All* candidates for recognition must pass both the written and the oral tests.

4. Application for the examination of candidates should be made by the authorities of the Training College or Local Committee, or the Managers of the Course under Article 91 (*d*) attended by the candidates, and must reach the Department *before the 25th March.*

5. Candidates may be presented for examination in either French or German.

6. For the *Written Examination* the papers set will be in the main the same as for the Higher Grade Examination for Leaving Certificates, but the standard required for a pass will be considerably higher, and it must be understood that

although for convenience the same papers may be used, the Examination does not in any way form part of that for Leaving Certificates.

7. The *Oral Examination* will be conducted, during the course of the Summer Session, at the various Training Colleges and Centres for King's Students, and such other suitable centres as may be found necessary, by Examiners appointed by the Department.

A high standard will be exacted as regards accuracy of pronunciation and fluency of utterance, as well as capability of understanding ordinary conversational sentences or simple narrative.

The general character of the oral test may be indicated as follows :—

1. The candidate will be required to read aloud one or more passages of prose or verse to test (*a*) correct vowel enunciation, (*b*) accentuation, (*c*) fluency, and (*d*) grouping of words in the natural manner of the language so as to bring out the sense.
2. The Examiner will read passages of prose or verse, at varying rates of utterance up to but not exceeding moderate natural fluency in order to test how far the Candidate apprehends the gist of what has been read.
3. The Examiner will test the Candidate by conversation on some simple topic.
4. An exercise in dictation may be set.

Each candidate will be required to present a choice of pieces of prose and verse, the pronunciation of which he has carefully studied, and which he will be expected to recite fluently and accurately, and in such a way as to make the meaning clear, a thorough understanding of the meaning of each piece and its construction being, of course, expected.

8. The result of both the oral and the written examination, will be taken into consideration in determining whether or not recognition as a qualified teacher can be granted, but deficiency in either may to some extent be compensated for by conspicuous merit in the other. The mark assigned to candidates for their class-work at the approved course of instruction will also be considered.

9. Candidates who pass the written examination but fail in the oral test will not be required to take the written examination again, and *vice versa*.

Note.—Looking to the prime importance of an accurate knowledge of the spoken language on the part of a teacher of a Modern Language, the Department feels that it may ere long be possible, as it certainly would be desirable, to require the oral test to be passed before the written examination. As a step towards this change, the rule excluding first year Students from the Oral Examination, and that requiring the written paper to be taken before or concurrently with the Oral Examination, will no longer be enforced in the case of King's Scholars and King's Students.

8th February, 1904.

APPENDIX.

The following extracts relate to the method of instruction to be followed in the case of those students who enter a Training College with little or no previous knowledge of the language to be studied, and they are re-printed here because they may be found to be largely applicable to the case of teachers who are commencing the study of a modern language in classes conducted under Article 91 (*d*) of the Code.

Extracts from the Department's Circular Letter No. 371.

"My Lords think it highly desirable that those students also who enter upon their course of training with, it may be, little preliminary knowledge of a modern language, and who may not hope to obtain the special qualification

referred to, should nevertheless be afforded an opportunity, as part of the regular curriculum of study, of acquiring under the best tuition such a knowledge of the elements of that language as will be likely to make subsequent private study profitable. Much that is implied in the knowledge of a language, gradually increasing command of vocabulary, knowledge of sentence construction, appreciation of the masterpieces of literature, may result from the unaided efforts of the capable student. Even skill in composition may be acquired, to some extent, in circumstances which do not admit of direct personal tuition. But to many of those who will subsequently become teachers in various parts of the country, the Training College affords the one and only opportunity of accustoming the ear to the sounds of a foreign tongue and of acquiring the power of reproducing them with facility and approximate correctness. It is therefore clear what line the course of study during the period of training should take. What the student can do for himself should be done in his time for private study, with, of course, the necessary guidance and direction. The precious hours of classwork must be utilised, as far as possible, for the exercise of ear and tongue.

"In teaching pronunciation full use should be made of the knowledge acquired in the general course of phonetics at the College, and the students should be required to commit to memory pieces of prose and verse, the pronunciation of which has been studied in detail and thoroughly mastered. Alongside of these practical exercises, systematic study of the grammar of the language should be undertaken, but this study of the grammar should be illustrated, not by random examples, but by constant reference to the pieces which the student has already mastered. Thus, for example, the broad rules for the classification of substantives according to gender having been learned, the student should be exercised in referring each individual substantive in the pieces he has already learned to its proper heading in the grammar. Similarly, at a more advanced stage, the rules for the construction of the subjunctive mood having been studied in outline, all the instances of the subjunctive mood in the pieces with which the student is familiar should be carefully examined with reference to those rules. It is only by some such process that one can hope to avoid a defect of which examiners constantly complain, viz., that candidates who apparently know a grammar rule correctly are unable to apply it in practice.

"The number of pieces thus studied should be gradually and continuously added to, and these pieces should be ultimately known in their minutest detail of construction. Thus treated they will form a permanent body of reference for the guidance of the student in his further, and it may be, unaided studies. They will also provide abundant material for practice in composition, both oral and written.

"For the purpose of placing the Training College student in a position in which he may pursue profitably the study of the language for himself without extraneous aids, no other form of study than that already indicated is really essential. A comparatively few selected pieces must be thoroughly studied from the point of view of pronunciation and construction, committed to memory, and made the basis for abundant exercises in the manipulation of words and constructions with which the student is already thoroughly familiar. The knowledge acquired, if limited in scope, will be not only thorough but readily available in practice, and will form a sound basis for further study. But nothing less than complete mastery of what is learned, involving perfect recollection and instinctive correctness of phrase within the limits of the constructions known, will suffice.

"If time permits and greater variety of work is desired, two additional forms of exercise may be practised, both of which may be largely matter for private study. The one is the acquisition of a vocabulary descriptive of common things and common actions, combined with the study of a well-selected book of dialogues. The other is the free reading of attractive subject

matter without further reference to the dictionary and grammar than is necessary to make out the sense. Models of good translation into English should be given from time to time and discussed in class, and occasional exercises of this kind should be given out for home work, but as little as possible of the class time should be devoted to routine construing. For more advanced students—with whom, nevertheless, oral work should not be neglected—there is the systematic study of some work of literature and the practice of composition in its various forms.

* * * * * *

"In the choice of a language to be studied, in those cases where a choice is possible, My Lords hope that every consideration will be given to the claims of German. At present it is found that the overwhelming majority of candidates take French, but it may be suspected that in many cases the choice is due rather to unreflecting custom than to any deliberate weighing of the respective advantages of the two languages."

REPORTS OF HIS MAJESTY'S CHIEF INSPECTORS.

GENERAL REPORT *for the year* 1904 *by* A. E. SCOUGAL, ESQ., M.A.,
His Majesty's Senior Chief Inspector of Schools in Scotland,
on the SCHOOLS *in the* SOUTHERN DIVISION OF SCOTLAND.

January 1905.

MY LORDS,

I have the honour to present my first Annual Report on the Schools in the Southern Division of Scotland.

Staff changes.

Since last year several changes have occurred in the Inspection Staff of the Division. I have to record, with deep sorrow, the death of my friend and senior colleague, Dr. T. A. Stewart, whose place, at Your Lordships' request, I now occupy. After a long illness Dr. Stewart died on the 26th of September last. During the greater part of his illness he clung to his work. Dr. Stewart was an officer of great ability and of singular energy and industry; and throughout a service of thirty years his one aim was to ensure the fullest possible performance of his duty to Your Lordships.

The late Dr. Stewart.

The late Mr. J. M. Wilson.

Mr. John M. Wilson (Sub-Inspector, First Class) died in June last. He was laid aside by illness in May 1903; and, after a year's leave of absence, he was compelled by continued illness to ask Your Lordships' permission to retire on a pension. He survived his retirement only a few weeks. Mr. Wilson's ability and activity rendered him an exceptionally capable officer, and his loss is deplored by the numerous colleagues who had worked with him. The last five years of his service were spent in the Southern Division.

Mr. T. Smith, Sub-Inspector.

Mr. T. Smith (Sub-Inspector, Second Class), who had for many years assisted His Majesty's Inspector Dr. Dunn, retired in August last, under the age limit. Mr. Smith has done most valuable work in the Fifeshire district, and on his retirement, while yet in full health and vigour, he takes with him the congratulations and good wishes of his colleagues.

Mr. Smith's place has been filled by the transference of Mr. W. S. Gall (Sub-Inspector, First Class) from Perthshire to Fifeshire. The increase of population in Dr. Dunn's district called for the strengthening of the inspection staff.

Mr. J. H. Murray (Sub-Inspector, Second Class), who had for some years assisted His Majesty's Inspector Mr. King, has been

promoted to be a Junior Inspector, and has been transferred to the staff of the Glasgow district. Those who are familiar with Mr. Murray's work are in cordial agreement that his promotion is well deserved.

Mr. Murray's place on Mr. King's staff has been taken by Mr. W. Hamilton Bell, from the Edinburgh district; and Your Lordships have appointed Mr. William Robb to be a Sub-Inspector of the Second Class and to fill the vacancy left by the transference of Mr. Bell

Exchange of Officers with Natal.

In February last an exchange was arranged between His Majesty's Inspector Mr. George Andrew, attached to the staff of the Edinburgh district, and Mr. C. J. Mudie, Senior Inspector in the Education Department of Natal. Mr. Andrew spent about six months in Natal, actively engaged in inspection throughout the colony, and he had also the charge of a definite district there. Mr. Mudie took up Mr. Andrew's duties here, and won the warm regard of Teachers and Inspectors by his sound judgment and genial personality. On his return to Natal he was appointed to be Superintendent of Education. The exchange worked so well that a hope has been expressed by the Education Department of Natal that future exchanges may be possible.

Mr. D. H. Crawford (Junior Inspector), who had been for some months nominally on the staff of the Edinburgh District while actually employed at Dover House, has recently been transferred to Glasgow, and his place has not been filled.

Nature of this report.

During the past five years I have not had personal experience of the work of any part of the Southern Division; and all our work has greatly changed within the past five years. It would be futile for me to attempt to give personal impressions which I do not have. In this Report, therefore, I shall try only to arrange and connect the Reports of my colleagues. I shall seek to avoid the repetition of statements which have already been frequently made in recent years; but, as far as possible, I shall quote the opinions of my colleagues intact. Some of the contributions are so able and valuable that only considerations of space prevent me from quoting them *in extenso*.

School Supply.

On this subject Mr. Jamieson reports:—

Edinburgh District: *Mr. Jamieson.* Effects of the Education (Scotland) Act of 1901, and of the reduction in the size of classes.

"The provision of a sufficient number of school places has in recent years been complicated by two facts in addition to the normal increase of population, (1) by the reduction of the number of scholars of whom a certificated teacher is allowed to take charge, (2) by the School Attendance (Scotland) Act of 1901. By (1) a large amount of reconstruction of class-rooms was rendered necessary in large schools, and on this matter Managers in the cities and large towns have spent great sums of money. More money will yet have to be spent, for the reconstruction of old buildings is by no means complete. By (2) accommodation for a greater number of pupils was rendered necessary. In this matter also the burden fell chiefly on the large Boards. In several rural counties in Scotland with which I have had to deal, it often happens that, owing to the steady shrinkage of rural population, the parish school,

built about 1874, furnishes accommodation for many more children of school age than the parish now contains. But all the cities and most of the large towns have grown. Nevertheless, a good deal of reconstruction is necessary in country parishes. The typical parish school of 1874 was one long room with a very small class-room attached to the side. This class-room usually resembles a dressing-room and is capable of containing, on a very liberal calculation, twenty-five young children. Such buildings are very ill-suited to the methods of classification and instruction of the present day. But in country parishes they are still numerous.

Building activity in the Edinburgh District.

"In the Edinburgh district there has been much activity in building during the year. The most notable achievements in this matter have been the completion of the Edinburgh Boroughmuir and Broughton Higher Grade Schools, and of the Bathgate (B.) Public School. The institution by the Edinburgh Board of those great Higher Grade Schools—of which the buildings, equipment and staff are admirable, while the supply of qualified pupils is indefinitely large—opens up exceedingly difficult questions as to the organization of higher education in the city. The school at Bathgate is excellent and was much needed.

"Funds have now been found to reconstruct All Saints' Episcopal School, Edinburgh, and the reconstruction is proceeding. For this fortunate solution of a very difficult problem unqualified praise is due to the ability and zeal of the principal Manager. The fate of St. George's Episcopal School, Edinburgh, is still *sub judice*.

"The Edinburgh Board has for the past two or three years been struggling valiantly with the inadequate accommodation for infants in the city, and lately the Board secured Departmental sanction for plans for the erection of a new infant and junior school in Drummond Street. This school will relieve the pressure in two or three of the neighbouring schools. At present the Board is negotiating for a site on which to erect a school to take the place of the West Fountainbridge Public School, the buildings of which have been denounced by a succession of Inspectors with perfect unanimity, and with unusual picturesqueness of language.

"The other cases of structural improvement in the district have been individually less important, and are too numerous to mention."

Mr. Barrie reports:—

Leith (B.) and Haddington District: *Mr. Barrie.*

"A large addition has been made to Dunbar Public School for the accommodation of the Higher Grade Department; and several additions elsewhere in course of erection last year have been satisfactorily completed. Increased accommodation has been provided at Loanhead, and temporary provision has been made at Lasswade in the interests of the Higher Grade Department."

Dr. Dunn reports:—

Fifeshire District: *Dr. Dunn.*

"The school accommodation is in general satisfactory. At Auchterderran a large new school has just been opened, which provides for all modern requirements. A Roman Catholic school has been recently completed at Cowdenbeath. A new school at Thornton will shortly be opened. The school at Ballingry has been so extensively enlarged and reconstructed as to be virtually a new building.

"Important additions and improvements have been effected in connection with the following schools:—Mossgreen, Saline, Oakley, Lassodie, Kelty, Chapel, Markinch, Milton of Balgonie, Gateside, Strathkinness, Ferryport-on-Craig (for Woodwork and Science teaching). At Auchtermuchty the school is being re-modelled and enlarged. The erection of a new school for the northern part of the burgh of Kirkcaldy is in contemplation.

"Numerous minor improvements have been carried out throughout the county; and it may be said generally that the Boards are faithfully fulfilling their obligations. I may add that the prospect of a Scotch Education Bill has, in not a few cases, deterred the Boards from the erection of new buildings or the enlargement and improvement of those already in existence."

Mr. King reports :—

Border District: *Mr. King.*

"The school population is on the whole stationary, but with a tendency to decrease in the purely rural districts. No new school buildings have been erected, nor any important alterations made during the past year. There are some hopes that the period of depression in the 'tweed' trade has reached its limit, and with a revival of the staple industry, an increase of population in the manufacturing towns, at least to the maximum reached some twenty years ago, is not improbable. So far as the rural parts are concerned, some feasible plan for bringing the people back to the land must be devised before improvement can be expected. The farm cottages and the villages are still largely inhabited; but, in an ever increasing proportion, these are occupied by elderly people, or persons who prefer the more healthy and possibly more economical life of the country. If it were not for the necessity to provide turnips to feed the sheep and cattle in winter, there would soon be very little use for the plough in the Border counties. The land falls to the sporting tenant, or to the new purchaser of old acres, or to the sheep-farming capitalist, who sometimes pays rent for a dozen farms."

Mr. Clark reports :—

Perthshire District; *Mr. Clark.*

"One hundred and thirty-seven schools and nine 'side' schools (Art. 19 D (a)) were open—the re-opening of Drimmie Burn Combination School adding one to the number on last year's list. The school provision is generally of satisfactory quality. Except in the city of Perth there is no appreciable growth in the population to call for further school supply. In several cases, however, the condition of existing premises requires improvement, and it is satisfactory to be able to report that Boards have shown considerable activity in this direction during the past session. A handsome school is in course of erection at Arngask, an excellent new class-room has been added at Crianlarich, and minor alterations have been effected at several schools—notably at Acharn, Kilspindie, Glendochart, and Lochearnhead. Plans were sanctioned for extensive additions at Crieff Public School, but the Board delayed carrying them into effect owing to the prospect of the Education Bill being passed. Pressure has been brought to bear on the Board this month, and active measures are now being taken to remedy the unsatisfactory premises. The Auchterarder Board is proceeding with the erection of a cookery room, and the Kinfauns Board are taking estimates for the equipment of a room for cookery. Sanction has been given to the Killin School Board for the erection of an iron school on a more suitable site, to take the place of the present Strathfillan School. Praiseworthy energy has been displayed by this Board in the improvement of their school premises. The Perth (Burgh) School Board will in the near future have to face the question of Cherrybank School, which is out of date, and also of the Northern District School. Plans were submitted for the addition of two class-rooms to the latter school, but I advised the Board to abandon them, as for many reasons I considered it inadvisable to make further additions to this building. In view of the growing population of the district which the school serves, the question of providing a more commodious school will have to be considered. The overcrowding has been relieved in the meantime by the transference of the Supplementary Class pupils to Caledonian Road School, though the accommodation is still taxed to the utmost.

"Improvements to a greater or less extent still require to be carried out at Dull, Aldgirnaig, Wester Caputh, Forteviot, and Monzie. An entirely new school is required at Killiechonan. I understand the Board is negotiating for a site.

"I have had to complain of the condition of the play-grounds in the case of nine schools, and of inadequate cloak-room accommodation and unsatisfactory offices at not a few of the rural schools. The physical welfare of the children does not always appear to receive the consideration it calls for."

ATTENDANCE.

On this subject Mr. King reports :—

Border District: *Mr. King.*

"The question of attendance especially in rural schools is one which has been constantly before me, and I have hopes that the persistency with which this important matter has been pressed upon the attention of both Managers and Teachers both in the School Reports and privately has already borne good fruit. There is still, however, plenty of lee-way to make up. There are all the old excuses which have been so often detailed in these reports. There are some valid reasons, as when we are told from Teviothead 'many children live three or even four miles from school, which makes compulsion impossible and the percentage of attendance very low.' In such schools early or regular attendance cannot be expected from children who have to walk so far, often over very rough moorland paths. But in schools where only a portion of the children are of this class, and the others live near at hand, those who are near are no better attenders than the others. It seems to be assumed that because the remote child cannot come till he is seven or eight years of age, other children may also be kept at home till then. Another good reason is sickness, of which there is far too much in some parts, due to causes well known to the medical officers. There has, however, been much less epidemic sickness this year in the Border district. No great further improvement in attendance is to be expected under the present system. The first requisite is to have as compulsory officers young and vigorous men, devoting their whole time to the work, each travelling over a whole district of a county, and reporting to an authority representing a combination of parishes. The next is greater readiness to prosecute in serious cases, and greater readiness on the part of magistrates to convict and punish. Finally, where children are taken away to work without previous formal sanction, not only the parents but also the illegal employers of labour should be prosecuted.

"Meantime, the teacher has frequently to do much of the work himself, with such help as he can get from the Managers. From Coldingham, where the percentage for last year was 92·4 with the large number of 430 openings, it is stated, 'the children themselves take an interest in the attendance, which is graphically displayed in the school weekly.' Hawick Wilton Public School with 93 per cent. for the year, continues to hold the first place among the town schools."

Mr. Clark reports :—

Perthshire District: *Mr. Clark.*

"The attendance in the Perthshire district during the past year shows a gratifying improvement. In 82 schools out of the 137 that were under inspection, the yearly percentage of average attendance ranges from 85 per cent. upwards, while 27 of these reach the exceedingly satisfactory average of 90 per cent. and over. Fifty-four schools still fall below 85 per cent., 15 below 80 per cent., and 3 below 75 per cent. One school, Kinglands Public School, has attained the unenviable distinction of falling below 70 per cent. The following comparative table will show the steady progress made during the last three years :—

Session 1901-2.	Session 1902-3.	Session 1903-4.
11 schools over 90%	18 schools over 90%	26 schools over 90%
40 " " 85%	45 " " 85%	56 " " 85%
50 " " 80%	47 " " 80%	40 " " 80%
28 " " 75%	20 " " 75%	12 " " 75%
8 " " 70%	7 " " 70%	2 " " 70%
1 school under 70%	No school under 70%	1 school under 70%

"In a few cases the low attendance is accounted for by epidemics. But there are some districts in which greater vigilance on the part of the authorities

and more energetic enforcement of the Compulsory Clauses are required. I refrain from citing these in this report, as I propose to make them a subject of special investigation in the ensuing session."

ORGANIZATION AND DISCIPLINE.

Mr. King makes the following remarks on this matter :—

Mr. King. "An important change has been made in the organisation of many of the smaller schools through the operation of the General Aid Grant, which has led to the appointment of an assistant in many schools where there was formerly only one teacher. However small a school may be, if all the classes are represented, the help of an assistant is desirable if not absolutely necessary. The gain to the school is, I think, chiefly at the two ends of it ; the infants and younger children receive proper attention, and the principal teacher can give a much larger share of his time to the highest class. More advantage would have been taken of the provisions of this grant if the number of qualified assistants willing to come at what Boards consider to be a reasonable salary had been sufficient to meet the new demand. This is a matter which will right itself in time.

"In one school of some importance, where there were circumstances to explain it, I had recently to comment somewhat severely on the unsatisfactory nature of the discipline. Such cases I am glad to say are now becoming very rare. Looking back over a series of years I should say that there is distinct improvement in the behaviour of the children both in school and out of it, and although there is still a great deal to be desired, especially when the children are out of school, some definite progress has been made. I consider that a teacher makes a great mistake if he allows his children to suppose that they are ever beyond his control, whether in school or out of it; but out of school the primary responsibility must rest with the parent, and, if the child seriously misconducts himself, with the police. The destruction of trees and shrubs, the defacement of public and private buildings, the smoking of cigarettes, the use of foul language, and other objectionable practices which would not be tolerated in a French or German town are only too common with us. It is quite unfair to write to the papers blaming the schoolmaster for all this. He usually does his best to secure good conduct in his own school and playground; but outside there will be no effectual remedy till a higher standard of public opinion is reached in regard to these subjects and firmer action is taken by the police and the magistrates."

Mr. Clark reports :—

Mr. Clark. "Adherence to old 'Standard' arrangements, though disavowed in theory, is still apparent in practice. There is too much automatic yearly promotion, and though teachers are gradually breaking away from old traditions and acquired habits, many of them cling to old methods of organisation and instruction. In the larger schools, periodic promotion of individual scholars for all or for some of the subjects is becoming more common ; but in rural schools it is still the practice to associate promotion with the end of the 'financial year.' It will take time to eradicate the notion that pupils should not be promoted, that books should not be changed, and that a certain limit of work must not be passed in each class until after the inspector's visit. The natural time for general promotion in many of the rural schools is at the 'Terms,' when the school roll is considerably affected by the withdrawal and admission of the children of ploughmen. In other schools, the beginning of the session and January are the most suitable times for general promotion, and these are adopted in many of the town schools.

"The freedom of grouping classes is generally taken advantage of in small rural schools, but I have met two or three cases where pupils were not grouped for History and Geography, and I have not infrequently found the old regulation six reading classes above the infants."

TEACHING STAFF.

On this subject Mr. Clark says :—

" The staffing of the schools is generally technically adequate. During the past year deficiency was complained of in the case of only six schools, and in all cases the deficiency has been remedied. But some Boards are still satisfied if the number rather than the quality of the staff passes muster. In a large school, for example, a Pupil Teacher is found assisting a Certificated Teacher who, owing to the size or limited number of the rooms, may have to manage a class of seventy or eighty pupils ; in an Infant Department a Pupil Teacher assists a teacher qualified under Art. 79 to do what ought to be assigned to a Certificated Teacher. Such weakness in staffing persists. One may impress upon Boards the importance of providing more than the minimum staff and of making the trained element predominate, but so long as it is possible to satisfy Code requirements by cheaper methods, some Boards will have recourse to no other. *Mr. Clark.*

" The Minute of 28th May, 1903, has done much to improve the condition of several of the rural schools. There are still schools, however, where strengthening of the staff is desirable, and where no advantage has been taken of the Minute."

CLASSIFICATION.

Dr. Dunn reports on this perplexing problem :—

" For the purpose of reporting and comparison of results in the schools, it is very desirable that a uniform designation of classes should be adopted. In this respect the old standard classification was at least convenient, and it should be possible, without re-establishing formal requirements, to institute a class nomenclature equally precise, or at least approximately so. At present the method of nomenclature varies much in the several districts, and uniformity can only be secured by Departmental direction. *Dr. Dunn.*

" Roughly speaking, a school as fully organised in country districts consists of three Divisions, the Supplementary or Advanced Division, the Senior, and the Junior. Each of these Divisions will contain a certain number of classes ; and possibly the best course would be to designate them for each division as Class 1, Class 2, etc., the first class in each case being the highest.

" As regards the classification of scholars, the practice is far from conforming to theoretic exactitude. In most schools promotion of pupils as recommended by the Department remains a dead letter, and in most cases children advance automatically from class to class. This is partly a relic of the old system and partly a concession to parental susceptibilities, as promotion of a few promising pupils is apt to be followed by the inquiry why such and such a pupil was not also promoted. In large schools sub-division of classes is not unfrequently determined by the relative proficiency of the pupils ; and we have an advanced and a backward section. My individual opinion and experience are adverse to this procedure. 'A little leaven leaveneth the whole lump' ; and it is an advantage for a class to comprise a number of bright pupils whose influence and example have a stimulating effect, and it must be a depressing thing for a teacher to struggle with a mass of intellectual stolidity. Much, however, may be said on the other side, and I do not dictate to teachers in the matter."

Dr. Dunn makes the following interesting remarks, which do not fall under any of the heads treated by his colleagues :— *Dr Dunn* :

" Of late years there has been a considerable expansion of the school curriculum. Nature Knowledge, History, and Drawing, for example, are now virtually obligatory ; and a vast amount of work devolves upon the teacher, who is often inadequately assisted in his work. It is worthy of consideration whether in these circumstances an alteration of Art. 32 (*c*) of the Educational perspective in the School.

Code is not desirable. But in the meantime it appears to me that the teachers should form an estimate of the relative importance of the subjects included within the curriculum, and should establish for themselves what I call the principle of educational perspective. The paramount importance of Reading, Writing, and Arithmetic is universally recognised; and no amount of extraneous knowledge can compensate the lack of proficiency in these subjects. Now recent experience suggests to me that these subjects are to some extent suffering from the accumulation of requirements. I am satisfied that the teachers are doing their best; they are indeed often too zealous in their endeavours to 'score all round'; and it is probably necessary now to remind them that the three R's must always stand in the foreground, and that the other subjects should rather be contributory than independent elements. And there is undoubtedly a tendency to teach the several subjects without regard to their inherent connection with other branches of instruction. As a rule the teachers are too apt to be satisfied if they have found a place for the several subjects of instruction in their time-tables, and seldom aim at organic unity in their teaching. There must indeed be formal instruction, the subjects must be differentiated; but at the same time the principle of co-ordination should be the basis of all the teaching. A few concrete examples may be adduced.

The correlation of the branches of instruction.

"I find, for instance, that the teaching of History is perpetually dissociated from that of Geography. So far as History is a record of events, *e.g.*, campaigns, phases of colonial expansion, and so forth, it is almost unintelligible without a map; and, conversely, every one has observed that the geographical aspects of certain countries have become familiar in consequence of the historical events of which they have been or are the theatre. Both subjects lose precision, retention in the memory, and interest by their severance; and yet, as far as I have observed, they are very generally taught without relation to each other."

Ordinary School Work.

The opinions expressed on the fundamental elementary subjects (Art. 19 A. 5.) are this year neither numerous nor lengthy, nor do they contain much that is novel.

In most of the Districts of the Division great activity has been shown throughout the past session in attempting to arrive at sounder methods of teaching Arithmetic, and all my colleagues have quite lately made special reports on this subject to your Lordships.

A strenuous effort has also been made to improve the methods of teaching English Composition. In most of the Districts practice in the art is now begun at a sufficiently early age; but in the majority of schools a complete and well-graded scheme of lessons in Composition is still to be desiderated.

On the ordinary school work generally, Mr. King reports:—

Ordinary School work:—*Mr. King.*

"Of late much more prominence has been given to subjects such as Hand and Eye Training, Physical Training, Nature Knowledge, and Military Drill, and they no doubt make a considerable inroad on the time at the teacher's disposal. They have been introduced because the framers of recent Codes have, in response to the expression of public and Parliamentary opinion, been enabled to take a more liberal view of what may reasonably be regarded as the educational birthright of the citizen. The development of intelligence in place of mere memory work, the training of the body as well as the mind, are to be the two goals of our endeavour. The old-fashioned educationist contemptuously describes all these new branches as 'fads,' and avers that there is no time now to give that sound instruction in the elements which former pupils obtained. I do not go back to the days of pre-Code schools,

when no doubt an excellent literary education was given in some schools to some scholars at the expense of the rest; but looking back only to the days of individual examination which still prevailed when I came to the Borders, I do not find that the average of attainment in Reading, Writing, and Arithmetic is any lower than it used to be. On the contrary, I have the impression that there is very considerable improvement all round. There are the same faults. Many children still read inaccurately, and therefore without making sense of the passage, because they have not been taught to keep their eye on each word in turn as a golfer has 'to keep his eye on the ball.' Many read in a monotone or with strong provincial accent.

"If Writing is to be good, it must be taught on a uniform system, and, wherever possible, it should be carefully supervised by the teacher at the time when it is being done.

"In Arithmetic, mechanical methods still linger, and I was much surprised and annoyed recently to find that 'fingering' existed largely in the highest class of one of my best Infant schools. But there is an undoubted advance along the line. With better methods of teaching the elements on the one hand, and on the other the recreative effect of the alternation of new studies, we may confidently expect to find that, although the hours of teaching may be fewer, there will be no diminution of the educational output.

"It has been my practice to examine constantly in Mental Arithmetic in all classes, and the teachers understand that the estimate as regards this subject is largely based on this examination. The old cards have been abandoned, and, written tests, when they have been given, have been drawn up on the lines indicated in recent instructions."

On English, Mr. King reports:—

English:—*Mr. King.*

Formal grammar—its value.

"The word 'Grammar' has now disappeared from the surface of the Code, but to acquire 'some knowledge of the structure of English sentences' and of the functions of words, a certain amount of grammatical instruction is an absolute necessity. I am all for the main teaching of English by construction, that is, by composition, oral or written, and not by destruction, that is, by analysis and parsing. But unless the pupil has instilled into him something of the elements of formal grammar, he cannot understand the reason of the master's corrections, and so he repeats the errors which are common in the speech of those around him. My partner's young caddie said to me on an English golf course this year, 'You plays with we this morning, sir:' and this is the sort of thing we shall have in Scotland if we cease to give to the scholars some drill in the paradigm of the verb and the declension of the pronoun. If, in addition to that, the pupils have a good knowledge of the parts of speech and of the analysis of the simple sentence, I would not insist on more, but would regard this as the irreducible minimum. If we fail to do this, we shall soon widen instead of bridging the gulf which exists between the speech of the working class and that of the higher ranks in society. Such a result would be entirely contrary to the spirit of Scottish Education, which has hitherto been essentially democratic. If we could ensure that all children should have two years in a Supplementary Class before leaving school, matters would be different, but it will be a long time before this ideal is reached. For some time to come only a small proportion of the children, especially in rural districts, will go beyond the Senior Division, and it is therefore the more necessary that the elements of formal grammar should be taught, as they always have been in the past, to all the older pupils.

The selection of matter for recitation, &c.

"The careful explanation of the subject-matter of the reading lessons and of the recitations might well receive more attention. It has always been a surprise to me that many teachers seem to shirk this, and so fail to build upon a sure foundation. An effort has been made to encourage the exercise of word-building from well-known Saxon words and from the more common Latin roots. The selection of passages of poetry for repetition

shows more taste than formerly. In the highest class of the Senior Division well-known passages of Scott continue to be frequently taken, and nothing could be better. I have, however, urged upon teachers that instead of taking a continuous passage of 200 or 300 lines, they should put the whole poem into the children's hands, use it as a reading-book, and then cause them to learn a few of the passages which they under his guidance come to regard as most worthy of committal to memory.

"I have had Border ballads recited to me with much spirit and evident delight on the part of the reciter, in Liddesdale, Yarrow, and elsewhere. My only adverse criticism is that there is a temptation to teach nothing but these ballads, to the exclusion of other poetry. Excellent as they are in themselves, and most appropriate to Border schools, the study of them should not absorb much of school time, although they might very well be learned at home in the winter evenings. The same criticism applies, except to a limited extent, to the introduction of poems by Burns and Hogg, and to all other writings, however fine, which are not written in good modern English. This must be the staple of the instruction, if we are to give the children the fullest possible equipment in words and thoughts for modern life. The rest is a luxury, whatever the perfervid nationalist may say. Burns's 'Mouse' is a beautiful poem, but it is a waste of precious school time to spend five or ten minutes in teaching a class the meaning of 'a daimen icker in a thrave.'"

Mr. Clark.

Mr. Clark reports :—

Improvements in methods.

"English is beginning to be treated more as an organic whole. Grammar, word-derivation, word-formation, oral and written composition are being more commonly regarded as *related* parts, each contributing to the development of the child's power of expression. It is being recognised that the all-important side of English teaching is the Synthetic, and in consequence the Analytic is receiving much less attention in the junior classes. The time formerly devoted in the Junior Division to formal instruction in Grammar is being more profitably spent in some schools on oral Composition. In the senior classes Grammar is being taught on better lines. For the elaborate technicalities that once characterised the instruction a more rational analysis of sentences is being substituted. Word-formation and derivation, as exercises for enlarging the vocabulary, are to a greater or less degree taught everywhere in the advanced classes, and in a large number of schools with considerable success.

Composition.

"Composition is the weakest subject in the schools. The feeble power of expression, both oral and written, exhibited by the children in some schools is, to say the least, disappointing. Much is being done to raise the standard by training the children from the outset to answer in sentences, and by correlation with other subjects of the curriculum such as History and Nature Knowledge. But the most effective instrument of all is the reading lesson, and it is through more systematic oral reproduction and composition in connection with it, and through greater breadth of reading, that improved facility in expression may be looked for. It is still too much the practice to ask only meanings of words. I am impressing on teachers the necessity of training the children to give an intelligent explanation of the meaning of sentences or of the thought of a pararaph, and to reproduce orally in good English an account of what they have read. If this were done more systematically from the earliest stages, the excuses that are so often urged for the speechlessness of the children—Scotch shyness, self-distrust, or nervousness in presence of the Inspector—would cease to be heard."

Geography:—*Mr. King.*

On Geography, Mr. King reports :—

"In this subject a good class are generally well acquainted with the names of the principal physical features and the chief towns of the particular portion of the world which they have been studying. As a rule they have only a vague notion of the relation of that portion to the rest of the earth's surface. They do not really grasp the fact that the earth is a globe, coldest at the poles,

warmest at the equator. They have an ineradicable idea that as it is here so it is in Australia, the further South the warmer the weather. They regard the words 'north' and 'top' as synonymous and, because their maps of the World make the break at the Pacific side, they sail their ships from Melbourne to San Francisco by the Cape of Good Hope and Cape Horn."

And Mr. Clark :—

"Geography is generally a satisfactory subject, though there is still a tendency to give too much topographical detail. It is as a rule taught on the 'concentric' system. More use might be made of the map of the World, is well as of the globe in teaching, and map-reading does not always receive sufficient attention. The instruction in the Junior Division of most of the schools goes considerably beyond 'First Notions of Geography.'" *Mr. Clark.*

On History, Mr. Clark reports :—

"History is less satisfactory. Teachers are conscious of this, and are inclined to blame the 'concentric' method. But I confess to a feeling that the real explanation is to be found in a too rigid adherence to text-books. Too much is attempted. Pupils learn details which it is folly to ask children of their age to commit to memory. If teachers would only make a judicious selection from the text-book, or better still, make their own lessons, using the text-book later, if they please, to 'fix' the mental picture, they would obtain more satisfactory results. A clear general outline of the chief periods in British History, combined with a series of interesting lessons grouped round selected outstanding personages or events so as to rouse an interest in historical reading and to instil some of the ideas that 'history' is meant to inculcate—that is all that is desirable for children up to the age of twelve. More detailed work should be postponed till the Supplementary Course is reached, when the children should study more fully the history of the British Empire and of the more important movements of recent centuries." History :— *Mr. Clark.*

On Nature Knowledge, Dr. Dunn reports :—

"Two points in connection with this subject call for animadversion: the first is that too much is attempted, and the second that the subject in the younger classes is not at all, or very imperfectly, related to the Supplementary Course. The latter defect is excusable in view of the recency of the requirements; the former indicates, I think, a misunderstanding of the purposes intended to be subserved by this element of instruction. The main purpose is the cultivation of a habit of observation, with its applications to the industries in which the pupils are likely to be engaged. Nature Knowledge:— *Dr. Dunn.*

"I find that the success and the reality of this branch of instruction are inversely proportional to the extent of the profession. Where, for example, a single subject, like Botany, Chemistry, or Mechanics, is taken, the facts are not only more intelligently grasped but excite a vastly greater amount of interest in the minds of the pupils."

And Mr. Clark :—

"Nature Knowledge is treated on excellent lines in a large number of schools. Plant-life is the chief study, though bird-life and rock-formation were taken up in a few schools. The children are in some cases taken by the teachers to study nature in the highways and hedges. Where practicable, this is the best of all methods. In many schools, specimens are collected and mounted by the children, and are either described or drawn, sometimes both. A beginning has been made in reproducing the colours of the flowers by brush or crayon. The main defect in the teaching is the tendency to impart information instead of training the children to 'see.' This is noticeable particularly where the teacher is an expert and seems unconsciously to treat his subject too technically; also where the scheme covers too varied a field. *Mr. Clark.*

"The line of study in this district is to a certain extent regulated by the annual Essay Competition in connection with the Perthshire Society of Natural Science. Last year rock-formation was studied in Perth schools and

in a fairly large number of rural schools, and excursions were made by the pupils to the rocks and valleys of their districts. In the ensuing session the subject is "The Fishes of Perthshire." It is a pleasure to record the invaluable service done by the Perthshire Society of Natural Science in the promotion of Nature Study among the children. The President, Henry Coates, Esq., in addition to his usual generosity in offering prizes for essays, has inaugurated a Juvenile Society of Natural Science in connection with the Perthshire Society, and its large membership testifies to the interest the children take in the study of Nature.

Mr. J. H. Murray.

And Mr. J. H. Murray :—

"No part of the school curriculum in this district is done with more enthusiasm, intelligence, and success than this.

"In almost every school the children's own efforts are relied upon for the material of the lesson. They usually make collections of some kind, very often of wild flowers, occasionally of butterflies or moths, often of leaves, budding twigs, etc. They can name and identify their specimens; they often, under the teacher's guidance, classify them. Sometimes they observe the whole life-history of a growing plant from seed to fruit. In some schools the wild animals or the birds of the district are studied and the pupils keep careful notes of their observations. In the towns, where living Nature in these forms cannot be seen, the best use is made of local museums and collections.

"The practical teaching of such rural occupations as gardening and bee-keeping is not unknown in the district, and will probably become more common in connection with the Supplementary Courses formed in the larger village schools."

Singing :— *Mr. Barrie.*

On Singing, Mr. Barrie reports :—

"Singing continues to receive its due share of attention. The teachers themselves conduct the singing in all the schools of this district, an arrangement which, when possible, has many advantages. In many of the schools the singing is admirable, and in Leith and Trinity Academies the higher grade pupils render difficult pieces with an amount of taste and harmony that speaks volumes for the capability and the enthusiasm of their teachers."

Dr. Dunn.

Dr. Dunn writes, with reference to recommendations which he made in his report last year :—

"Some remarks of mine inserted in the last Blue-book appear to have been misunderstood, as is inevitable when a statement is made without adequate explanation. The view I expressed was that Scottish songs were as a rule unsuitable because they are either sentimental or Jacobitic. I adhere to that opinion, without in the least denying or disparaging the beauty and emotional quality of many of these songs. As regards the Jacobite songs, they deal with a political sentiment which it is extremely difficult to adapt to modern political conditions; and children will never sing well what they do not understand and what awakens no responsive emotion. We cannot expect or exact a strength of imagination which shall invest such sentiments with vivid reality.

"Speaking generally, I do not profess to be satisfied with the singing in the Fife district. It seems to me to be mechanical and to lack conviction. The defects have been pointed out again and again and suggestions have been incessantly made; but I am still a *vox in deserto*. There are, to be sure, notable exceptions."

Mr. Peck.

And Mr. Peck reports :—

"In the Edinburgh District this subject may be observed through a wide range. All classes of voice, all types of teaching, all sizes of choir, are to be found. The results are as varied as the conditions. Some (mainly in the city) are excellent, others are very unsatisfactory. On the whole, one feels that the performance is capable of being raised to a much higher level, and

that greater educational value might be derived from the subject. There sometimes appears a tendency to regard Singing as a negligible extra and not, as it should be, an integral and important part of the curriculum. In Edinburgh city, where there is a fairly homogeneous group of schools, disparity of attainment is noticeable.

"The points that suggest themselves for remark are these:—

"More thorough attention should be paid to *softness of tone, to intelligent variation of strength, and to correct phrasing*. These powerful aids to expressive (and, therefore, educative) singing are not difficult of attainment if the interest of the pupils be roused in the matter and spirit of the song. Stridency and harshness could easily be made rarer by the continued practice of soft singing, and in this precision and elasticity of movement need never be sacrificed. The cultivation of *good quality of tone* is a more difficult matter, but the results in one or two instances prove that this is by no means beyond the powers of the average school. The value is so great in every way that improvement is well worth struggling for.

"In the results of teaching by the sol-fa method, a very common defect is the *mechanical style of the intonation* and execution. This can hardly be due to the system, but, nevertheless, the association is quite noticeable. It is possible that teachers of this system often pay too much attention to dexterity of reading, and to the merely notational aspects of the work. It ought not to be necessary to point out that notation is only scaffolding, and that the final aim of the work should be to teach the pupils to sing. Much time spent on trivialities (*e.g.*, the curious process known as *taatefeeing*) would be more profitably employed in improving the intonation and artistic quality of the singing. Sol-fa pupils seem rather apt to gauge the intervals with the mind alone. They sing the note they have determined on and stick to it with heroic persistency. The importance of the ear in guiding to the final refinement of the note aimed at is overlooked. The consequence is that in many cases the attempts at harmonised song give merely a group of individual and isolated parts; and the singers, intent on their own efforts, lose all the support that true harmony gives, while the absence of good blending is evident to any listener. The pupils should be specially directed, after the notes are known, to aim at a fusion of the parts, each singer paying attention, not only to his or her own voice, but to the total harmony. Singing by note is not necessarily the antithesis of singing by ear; yet it is not too much to say that in many of the classes the minds alone are directing the voices, and the ears which should co-operate so powerfully are inactive and dull.

"The question of *classification* for singing may be a difficult one, and the rejection of voices may be a dangerous principle to introduce. Nevertheless singing can never be good (let alone excellent) unless some amount of classification and selection is allowed for that subject alone, unhampered by other considerations. It is of course a truism that singing differs from all other school subjects in this, that a bad voice is not merely a neutral element (like a stupid scholar in an arithmetic class) but is aggressively harmful in the most damaging and demoralising way.

"*Unaccompanied singing* is often met with, but it seems desirable, where possible, to use an instrument for at least part of the lesson. This gives interest to the work, keeps up the pitch, and helps to fuse together the mass of sound. The superiority of the piano over the violin or harmonium for this purpose is worth pointing out. Where unaccompanied singing is practised, the need for good quality of tone and proper blend of the voices and parts is the more imperative.

"In the *choice of songs* there is room for improvement. In some of the schools the selection is admirable, but in not a few a considerable amount of trivial and worthless matter is studied. The large range of good *unison* songs from which selection may be made, is worth pointing out. While a taste for good literature is being fostered in the highest classes of all the schools, it seems a pity that the taste for good music does not receive equal cultivation. Pupils capable of appreciating Shakespeare's plays should surely be beyond the trivialities which are often at present professed."

On Physical Exercises, Mr. Clark reports :—

Physical training :—*Mr. Clark.*

"The 'model course' is being adopted generally. In the larger schools and in a few of the smaller the formal instruction is very efficiently given by visiting instructors. The teachers are now beginning to supplement this by daily exercises of five or ten minutes' duration. Progress will be made in this direction in the rural schools as the teachers feel themselves qualified for the work. The half hour or whole hour per week that it has been usual to set apart for Drill has been 'stormed at' with some success."

And Mr. J. H. Murray reports :—

Mr. J. H. Murray.

"The issue of the Syllabus of Physical Exercises and the probable adoption throughout the country of the course detailed therein is an event of much importance. It ought to ensure uniformity in the exercises, and in the commands, over large areas—a great advantage where, as in the Border agricultural districts, children seldom spend more than two successive sessions in the same school. It will abolish the one-sided course of exercises often given, in which only the muscles of the arms, chest, and upper part of the trunk are exercised and those of the lower limbs almost entirely neglected. It will direct attention to what some authorities believe to be a most important physical exercise from the educational point of view, namely, the proper control of the breathing; in this way it will prove by experiment on a vast scale the truth of the theory that in training the muscular system we are training attention; and the power of attention is all-important in education.

"In many of the schools of this district, especially in those where military instructors are employed, very little change will be necessary in order to bring the present drill exercises into line with the Syllabus. The new schemes of work for the coming session indicate that several of these instructors have already adopted the Syllabus, and are training their pupils accordingly."

Report by *Captain Foster* referred to.

It is important to note that the most authoritative statement on this subject, so far as our service is concerned, is made by Captain Alan Foster, Inspector of Physical Training, and is incorporated in my General Report on Training Colleges and King's Students.

On Needlework, Mr. J. H. Murray reports :—

Needlework :—*Mr. J. H Murray.*

"The only point which seems to call for notice in this connection is the growing use of the sewing machine in the Senior and Supplementary Classes.

"There is little doubt that there has been in the past great waste of energy in giving undue prominence to certain unimportant parts of this subject.

"It is essential that girls on leaving school should be able to knit rapidly and well, that they should be able to cut out and finish, either by hand or machine, the garments they will most require, and that they should be expert at mending these when worn or torn; but that these aims are to be readily attained by doing one very elaborate garment in a year and knitting one stocking in the same time is very doubtful.

"It has been frequently urged on teachers that when one garment is finished another should be commenced, and that mending actual rents and worn places in garments brought from home either by them or by their pupils is a more profitable occupation than merely 'doing specimens;' but the alleged obstacles are many :—mothers will not send garments, or, if they do, these are not properly washed; infectious diseases are more likely to spread if garments are brought from home; some teachers think that it does, and ought to, take a whole session to finish a single garment, and their classes do the minimum amount of work accordingly. But where there is sufficient energy, love of the work, and care for the pupil's real advancement, these difficulties, where they really exist, are not found to be unsurmountable; and much good work is done and solid progress is being made in such cases."

Qualifying Examination—Article 29.

Mr. Jamieson reports :—

"In the west of Scotland, in which I had experience of this work in two districts in succession during the spring and summer of 1903, an understanding as to the requirements was very quickly reached. In the Edinburgh district the understanding does not seem to have been so clear, and candidates were put forward last summer who certainly did not satisfy the requirements. Such candidates were, of course, rejected, and no difficulty occurred. It is my duty to bear witness to the fair-minded readiness with which the teachers accepted a view of the requirements which seemed to be new to them; and I do not imagine that any doubt on the matter will exist in the district in future. *Mr. Jamieson.*

"The attainments necessary are stated with great precision in Article 29 of the Code. The only matter about which any ambiguity lurks therein is as to the proficiency expected in Arithmetic. As to the amount of proficiency required we are all now quite agreed in this district. The requirements are certainly not those which were laid down in former codes for Standard V.; and regarding this matter all references to former codes are misleading. The pupils do not yet, as a rule, reach the qualifying stage soon enough. The remedy for this is not greater pressure in the senior division but more rapid promotion in the junior. All head masters of large schools to whom I have spoken of the matter are agreed that time is apt to be wasted in the highest class of the infant department and in the two lower classes of the junior division. I have come to be emphatically of their opinion. This view has been so consistently, though I hope moderately, pressed that the defect is likely soon to be remedied."

And Mr. Clark reports :—

"The teachers have appreciated the responsibility laid on them in the presentation of candidates for the Qualifying Examination. Only in one or two instances has it been found necessary to re-adjust the marks of schedules. The age of the candidates is in many cases too high, but this will be remedied when the effect of a better system of promotion has had time to be felt." *Mr. Clark.*

Supplementary Courses.

On this very important subject Dr. Dunn reports :—

"This part of the school curriculum has been so recently introduced that it is impossible to form definite conclusions with regard to its educative value. One or two indications of tendency, however, may be mentioned as suggesting the importance of vigilance or judicious direction on the part of the inspector. *Dr. Dunn.*

"1. In not a few instances there has been a lack of distinctive character in the schemes, so that it was difficult to discover on what grounds the special grant should be awarded.

"2. The Supplementary Course for the girls is usually unsatisfactory, except where adequate provision has been made for the practical teaching of cookery and laundry work. The subject of needlework is a primary requisite; and this, together with oral or book information as to marketing, housecleaning, etc., does not seem to me to establish a claim to the special grant unless the other subjects of Schedules V. and VI. are particularly good.

"3. It appears to be generally supposed that a school, however small, will lose caste unless a Supplementary Course is taken. This is by no means the case, because the circumstances of the school may be such as to render the adoption of a Course inexpedient.

"4. There is still too little differentiation of the schools for the purposes of the Supplementary Course. It is a waste of teaching power that practically identical schemes should be taught in adjacent schools under the same management. The assignment of certain Courses to certain schools—*e.g.*, the Com-

mercial Course in one, the Industrial in another—as I have recommended, has met with difficulties emanating sometimes from the teachers, who have, illogically I think, objected to the transference of their pupils under any circumstances. But the parents have probably to a greater extent interposed an obstacle to this very desirable procedure, being unwilling on the one hand that the continuity of instruction in a given school should be broken, and on the other that their children should be separated in their school-attendance. The children themselves also are generally averse to leaving the school where they have been taught from their early years. Time and patience will be needed for the removal of these difficulties, but in the meantime overlapping and duplication of schemes should, I think, be strenuously opposed by the Inspector.

"There is still one point with regard to which misunderstanding exists in the minds of the teachers. While the Department most judiciously, as I venture to think, forbids the compulsory teaching of the so-called Secondary Subjects, such as languages and mathematics, it would be a mistake to suppose that the subjects are interdicted. There are not a few schools whose local situation renders the transference of pupils to a Secondary School or Department difficult or impracticable; there are other schools which have long been honourably distinguished for the teaching of Secondary Subjects: in such cases the abandonment of these subjects is to be deprecated—with, however, the proviso that in the teaching of them modern principles and methods should be adopted."

Qualification of teachers for these Courses.

With special bearing upon the qualification of teachers for the practical work in Supplementary Courses and in Nature Study, Dr. Dunn writes:—

"Much of the instruction represented by the subjects in these schemes is of a scientific or technical nature; and it could not be expected that the teachers as a body should be able to adapt themselves at once to the new requirements. Not a few, indeed, possess much more than an amateur acquaintance with certain branches of science, *e.g.* Botany, Chemistry, Electricity, and so forth; but the majority of the older teachers have had hitherto little opportunity of acquiring scientific knowledge in a practical and experimental manner.

"The County of Fife, however, is fortunate in having a Technical Education Committee of the County Council which has made admirable and extensive arrangements for the establishment of classes dealing with those subjects which are most appropriately included in Supplementary Course and Nature Knowledge schemes; and the teachers owe a debt of gratitude to Mr. Budge, the Convener of that Committee, and to Mr. Mitchell, the Organising Secretary. The latter gentleman has kindly favoured me with some statistics relating to the subject. Nine courses for 91 (*d*) classes have been instituted: four for Drawing, Colour Work, and Clay Modelling, one for Woodwork, one for French, one for German, one for Nature Study, and one for Physical Training. Upwards of 350 teachers attended these classes, and of these 325 attended the final inspection. The absentees were chiefly those who had removed to other districts."

Mr. Jamieson reports:—

Jamieson & Peck.

"During the last six months of the past working school year the investigation of the methods employed in conducting Supplementary Courses and the estimation of the progress made therein were undertaken, in the Edinburgh district, chiefly by Mr. Peck and myself. We had also many special interviews with the teachers of Supplementary Classes regarding methods of instruction in such subjects as English, Mathematics, and Geography. Mr. Peck's experiences coincided exactly with my own; and the following notes, prepared by him in consultation with me, are to be taken as expressing my opinion as well as his:—The work of these Courses as seen in the Edinburgh district

is exceedingly satisfactory in many respects, and the results go far towards refuting from experience any objections that might have been taken to them on *a priori* grounds. Of course, the schemes of study are still comparatively new and in a fluid condition, and there are many directions in which improvement may, and ought to, take place. Nevertheless, the underlying principle of the Supplementary Course has been quite justified, and there is great promise of successful work in future.

"A very satisfactory feature, especially in the Edinburgh City Schools, is that the classes, *as a whole*, are eager in these studies. The moderately clever pupils, as well as the brightest, follow the work with an interest and ability which are slightly surprising and exceedingly satisfactory. This—the democratic feature of these Courses—is undoubtedly due to the nature of the subjects chosen. Nor does one feel that the intellectual aristocrats among the pupils are in any way being sacrificed. With them, as with the others, there is seen the free and elastic employment of the medium which the whole previous school life has gone to form. The better the pupil the more effectively is the medium used; and it can hardly be asserted that even the cleverest pupils (who leave school at fourteen) will exhaust the possibilities of English and the allied subjects, or will not find in them the most profitable matter both for culture and for utilitarian purposes.

"A few more detailed remarks may be made on the various heads of Schedule V.:—

"*Section A:—The study of English.*—Here the results are admirable. In many of the schools a real literary interest is fostered. The details of verse structure and the nature and use of figurative language are widely known, and an appreciation of the more elusive aspects of poetry is often apparent. This last feature can be attained only by wide and varied reading, so that round every word there may be a cluster of associations. Some teachers narrow the reading too much, or repeat the same work till it becomes trite. A good deal of prose-reading is done, with great advantage; but it seems desirable to have in every Supplementary Class one moderately long poem or Shakespearean play. That such work is done excellently in some schools proves that it can be done moderately in all. On the whole it may be said that in this section the time is being spent most profitably, and that if the taste for good reading here fostered is kept up in after-life, a most desirable result will have been secured.

Section B: Head (1).—The Laws of Health.—The chief defect here is to lay too much stress on details of anatomy, etc., with which the pupils can have no real acquaintance. This part of the Supplementary Course should be frankly utilitarian. The points which should receive full treatment are such as deal with ventilation, cleanliness, care of the teeth, temperance, etc. The rationale of these can be quite well understood without intimate knowledge of structure or organ; and the social basis of such rules should receive emphasis so as to develop the civic ideal.

"*Heads (2), (3), and (4)* may be grouped together. In them the treatment is often rather bald and wanting in selective and constructive power. The teacher of a Supplementary course should welcome the opportunity given by these subjects for judicious selection, combination, and unification of topics round the conception of citizenship. This is the valuable feature of the Section B., since these pupils will in not many years be the electors in imperial and local affairs. The urgent need of a democracy is that it should be educated in its functions and aware of its responsibilities, and just here is the opportunity of the common schools. For example, under *Head (3)* much valuable but easily acquired information upon trades unions, strikes, the conditions of supply and demand, the relations of capital and labour, in fact the non-controversial elements of political economy, can be imparted. This head is sometimes taken to mean a knowledge of the actual processes of some industry of the district: but though the acquirement of such facts may have some slight

value as a training in observation, it is evident that a wider and more social interpretation of the article is desirable.

"Similarly under *Head* (*4*) the aim should be to train the pupil to understand those aspects of citizenship which he will himself have contact with in after life; not so much a knowledge of the witenagemot, the structure of a cabinet, the machinery of passing an act through Parliament, as the functions of local bodies—county councils, parish councils, school boards—the justification of taxes and rates and the privileges which their payment confers, the objects to which public monies go, etc., etc.

"Under *Head* (*5*), there is great room for judicious selection and construction. The history should not be treated *en bloc* but great attention should be paid to perspective and to a grouping of the matter organically round the two conceptions of empire and citizenship. In geography, specialisation may follow two lines—one, that of the description and connection of the various parts of the British Empire with special relation to trade, population, opportunities for employment, etc.; the other, the attainment of first-hand knowledge of the district in which the school lies by means of the Ordnance Survey Maps now so cheaply supplied for educational purposes by the Geographical Association.

"Under *Head* (*6*), it is observable that Nature Knowledge (in the Supplementary Course as in all other parts of the school) is a most valuable subject if treated intelligently and with a real appreciation of the essential principle; but is the most worthless subject in the hands of a mechanical and non-constructive teacher.

"It is worth pointing out that the subjects of Schedule V. B. afford an inexhaustible supply of topics for the practice of composition under Schedule V. A. To escape from the threadbare themes and the 'autobiographies' is a great matter. Conversely, the topics of Schedule V. B. are in some books treated in such a way that they rank as literature and are therefore suitable for reading under Schedule V. A. This illustrates a further point, that the Supplementary Course need not be broken up into a number of isolated and overloaded compartments. Unity and correlation should be aimed at; and if pressure of subjects is felt there should be judicious excision and regrouping to form an organic whole with the knowledge of, and ability to use, the English language as the central idea.

"And all this illustrates the last but most important point of all; viz., that the Supplementary Course is not a thing of shreds and patches which any incompetent teacher can take up, but which is beneath the dignity of an able University man—but rather that it requires the greatest ability and judgment, not only in the teaching but in the selection of materials and the construction of the course, and that it may give an educated man the greatest pleasure to undertake such work."

Mr. Clark reports :—

Mr. Clark. "The institution of these Courses last year was viewed with much concern by many of the teachers; but after the adjustment of their schemes they settled down to work with a will, and it was very gratifying to find at my visits how fully they had entered into the spirit of the Courses. True, the year's experience has shown something to avoid and still more, perhaps, to aim at in the work. All sides of the instruction have not been equally successful. The part in regard to which there is least fault to find and in some cases most praise to bestow is English (*Schedule V. A.*). The impetus that has been given to the study of this subject through the home reading and the study of a classic is very marked in several schools. In this connection Boards have, as a rule, been very willing to vote money for the purchase of books, but I would plead for the establishment of more school libraries.

"Of the topics included under *Schedule V. B.*, 'The Institutions of Government, and 'The Empire' have been the favourites, and in connection with these the newspaper was largely in evidence.

"Two schools (Caledonian Road and Central, Perth) carried out the Industrial Course under the *Sixth Schedule*, one school (Caledonian Road, Perth) the Household Management Course, and twelve schools the Rural Course. In connection with the latter the practical instruction is satisfactory so far as it goes. Very successful observational work was done in connection with the rocks and plant-life of the district, but little experimental work in agriculture or horticulture has been attempted. Boards might do something to develop this side of the Rural Course by providing small plots of ground on which the boys could experiment and observe. I know of only one school in the district at which an Agricultural Experimental Station can be, and is, taken advantage of. At one school the children keep flower beds, and at two schools observations are made on bees.

"Except in the larger schools the new Geometry has not made much headway. Teachers are, however, feeling their way, and improvement is only a matter of time. In several of the rural schools practical Land Measuring is taught.

"I have an important departure to note in connection with the organisation of the Supplementary Courses in Perth City. During last year classes were held at six centres. On the grounds of efficiency and economy I recommended the Board to centralise the classes. Several conferences were held with me during the session, and ultimately the Board agreed to concentrate all the pupils who passed the Qualifying Examination in Caledonian Road School, where there is ample accommodation and excellent equipment for carrying out all sides of the work alike for boys and girls. Of the success of the Courses I have every confidence."

Higher Grade Schools.

Owing to the illness of Dr. Stewart the regulation whereby the Chief Inspector takes special charge of the Higher Grade Schools was for a time rendered inoperative in the Southern Division. At your Lordships' request the Inspector of each District undertook the inspection of all the Higher Grade Schools within his bounds. All my colleagues, except Dr. Macnair, have refrained from comment on Higher Grade Work, and I have had no personal experience of that work in the Southern Division.

On the Science and Art instruction in these schools Dr. Macnair reports:—

Science and Art work in Higher Grade Schools:—*Dr. Macnair.*

"Owing to Dr. Stewart's illness and other causes I did not see so much of the work of the Higher Grade Schools during the past session, and most of the visits which I paid were devoted to advising managers and headmasters as to the building and equipment of laboratories. In most cases satisfactory laboratories have now been provided and equipped; it remains to be seen whether good use will be made of them.

"The provision of teachers who have had a really satisfactory training in Experimental Science is a more serious difficulty and will probably remain so until the Science courses at the Scottish Universities have been revised and brought up to date. Meanwhile it would hardly be too much to say that most of the science masters in the Higher Grade schools are learning what they have to teach in the process of teaching it.

"In Drawing, I am glad to say that the effects of Art. 91 (*d*) classes and of the more rational methods of work now in use are beginning to show themselves in a marked improvement in the quality of the work done."

I cannot conclude this Report without making special and very grateful acknowledgment of the invaluable help in the preparation of it given to me by my colleague Mr. F. R. Jamieson.

Mr. William Robb, Sub-Inspector, has rendered valuable assistance in the clerical part of the work.

I have the honour to be,

MY LORDS,

Your Lordships' obedient Servant,

A. E. SCOUGAL.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

GENERAL REPORT *for the year* 1904 *by* A. E. SCOUGAL, ESQ., M.A., *one of His Majesty's Chief Inspectors, on the* SCHOOLS *in the* WESTERN DIVISION *of* SCOTLAND.

Glasgow: January, 1905.

MY LORDS,

I have the honour to present to Your Lordships my fifth General Report on the Schools in the Western Division of Scotland.

Staff of Division.

There have been no changes in the Inspection Staff of this Division during the past official year.

SCHOOL SUPPLY.

General activity as to Supply.

The reports of my colleagues show that in the Western Division considerable and generally commendable activity is still being displayed in providing adequate School Supply to meet the large increase of population that goes on steadily in the industrial districts.

Statistics for the Division.

Throughout the Division nine new schools have been opened during the past year; thirteen new schools are being built to replace old or temporary premises; and six are in process of erection to meet the demands for further accommodation. Twenty-six other schools are being enlarged, and the erection of nineteen new schools (or additions) is under consideration.

In District No. 7.

The School Board of Glasgow has opened three new schools with a total accommodation of 4428. Other five schools are being erected by the Board throughout the city, besides a Truant School at Shettleston (to be opened in 1905). One old school has been closed, as has also the temporary school at Quarrybrae; but two temporary buildings are still in use, and various halls are still occupied in connection with five of the Board's schools (not including the halls temporarily in use in consequence of the destruction by fire of part of Thomson Street Public School). Maryhill School Board is building a large new school in the North Kelvinside quarter: meantime two halls are in use. Springburn School Board has also been obliged to hire a hall pending the enlargement of Springburn (Landward) Public School. Large additions have been made to St. Francis' Roman Catholic School, and a new Roman Catholic School is building in that quarter, while much needed improvements are contemplated at Calton St. Mary's Roman Catholic School, and at Bridgeton Sacred Heart Roman Catholic School. From the islands there is nothing to record except enlargements at Shiskine Public School.

Supply still lags behind demand.

Even this bald enumeration makes it clear that our Managers have not yet acquired the habit of anticipating the growth of the school-going population. The number of halls and temporary premises in use, and the rapidity with which the Infant Departments of new schools are filled, prove conclusively that the supply continues to lag behind the demand; although it is only fair to add that the Glasgow School Board at least has made great efforts of late years.

Effect of the withdrawal of the Education Bill.

The withdrawal of the Scottish Education Bill last session has affected somewhat adversely the question of School Supply, as Boards, in their uncertainty as to the ultimate distribution of the financial responsibilities, are showing a tendency to resort to temporary expedients where additional or improved accommodation is required.

Special Cases:—

I append notes on those cases which the Reports of my colleagues show to need special attention.

In Dumbartonshire.

Mr. Andrew reports that the building in which the Dumbarton Academy, the Higher Grade School of the burgh, is housed is anything but suitable for school purposes, and that at no distant date the problem of providing accommodation satisfying modern requirements, and worthy of the traditions of the school, will have to be faced. He states also that additional accommodation is urgently needed in the Dalmuir district of the parish of Old Kilpatrick, and at the Roman Catholic School in Helensburgh; while the Bonhill Public School stands in need of a complete overhaul—a matter which it is understood the Board has in hand.

In Lanarkshire.

Mr. Harvey reports that there is need of a new school in Motherwell. Under this Board large sums have already been spent on new premises, but more requires to be done, especially in the interests of the senior division scholars.

In Renfrewshire.

Mr. Munro Fraser reports:—

"In some school districts there is pressing need for new buildings or extension of existing premises, the most noteworthy instances being Eastwood Parish (Pollokshaws), and Paisley Landward Parish, where Johnstone Public School is full to overflowing."

Playgrounds, &c.

From Dr. Douglas Thomson's report I quote the following:—

"Many of the playgrounds are still in a very unsatisfactory condition, and are wholly useless for purposes of physical drill or even of ordinary games; while several shelter sheds, if they are to serve their purpose, ought to be kept dry and to be floored in some way. Offices are certainly receiving more attention than they used to get—a fact largely due to representations made by the Sanitary Inspectors. Cloak-room accommodation is being increased; though in many cases there is still room for improvement in this respect."

Higher Grade School premises.

In a considerable number of cases throughout the Division schools which have recently been raised to the rank of Higher Grade Schools are having their premises altered or added to for the special purposes of making provision for the teaching of Science.

ATTENDANCE.

Nearly all my colleagues report favourably on the state of attendance in their respective Districts. A steady rise in the percentage of pupils in average attendance to pupils on roll appears to be the rule. Especially is this the case in the larger centres of population, such as Glasgow, Govan, Paisley, and Greenock. General improvement.

For the urban part of the Glasgow District, including the School Board districts of Glasgow, Maryhill, and Springburn, the percentage of attendance amounts to 87·3 nearly. Glasgow School Board district by itself is slightly better—87·6. For the insular part (including the Burgh of Rothesay, which contains nearly half the children of the insular portion of the District, and makes the respectable percentage of 88·5), it works out at 86·2, or, excluding the Burgh of Rothesay, 84·5. Glasgow, &c. District.

Mr. Andrew again makes special mention of the School Boards of Old Kilpatrick and Row for the efficiency with which they look after attendance. Dumbartonshire.

In some of the rural parts of the Division, however, the attendance comes in for unfavourable criticism.

Mr. Lobban has observed a tendency on the part of scholars to attend less regularly towards the close of their school career, and in many cases to leave school before reaching the statutory age. He comments also upon the illegal employment of children in grouse driving, and records the fact that one Board has gone so far as to sanction and frame rules to regulate this form of employment. I concur with Mr. Lobban in considering that this action is "surely *ultra vires* of any Board," in so far as it applies to children under twelve, when schools are in session. Ayrshire.

Mr. Munro Fraser comments strongly on the failure of some Boards—and he instances Tiree as a notorious case—"to insist on a full attendance of scholars immediately after the close of the long vacation." The evil results of this are manifold and obvious. Progress is retarded, for the disheartened teachers know that the work must be gone over again when the laggards straggle in; the tone of the school suffers; the laxity of the Board practically encourages irregularity; and the lowered average attendance means a diminished grant and a consequent increase of school rate. While suggesting that, in so far as farm work (e.g., potato-lifting) is a cause of irregular attendance, the remedy would seem to lie in closing the school for a definite period, Mr. Fraser is strongly of opinion, and I heartily agree with him, that a "vigorous compulsory crusade is the only course that can deal effectively with the circumstances." Argyllshire.

Dr. Douglas Thomson reports that in several schools in his District the attendance shows a gratifying improvement, but that Dumfries and Galloway.

"in a considerable number it is still far from satisfactory." He considers irregularity to be mainly due to (1) the want of local interest, shown in the apathy of parents and (in some cases) of managers, who seem to shrink from the unpopularity aroused by prosecutions; (2) the costly and cumbersome method of prosecution which still exists; and (3) the reluctance of many magistrates to impose a penalty when recourse has been had to prosecution. He then specifies, with statistical details, the cases of two schools in Wigtownshire where (as is amply proved by the figures he quotes from the registers) the attendance is deplorably bad; and he adds—"Too many similar instances could be given."

Exemptions.

I am glad to be able to report, from the evidence of my colleagues, a general falling-off in the number of "Exemptions." The Glasgow Board continues to set a good example in this respect. Only 228 pupils were exempted by them during 1904, as compared with 245 in the previous year; and of these the proportion under the age of 13 was small. The exemption is invariably conditional on the pupil's attendance at Continuation Classes.

"In my own District as a whole," writes Mr. Andrew, "the Boards continue to exercise the practice of granting exemption judiciously and sparingly. Bonhill Board earned for itself an unenviable notoriety for the broadcast liberality with which it scattered its exemptions, and it is still in this respect more prodigal than its neighbours; but after the warnings it received it has somewhat at least stayed its hand."

Mr. Munro Fraser also writes in terms of general approbation of the sensible manner in which the Boards in his District use their powers in this direction; though he suspects that in some of the rural parts of Argyllshire children are allowed to be withdrawn from school before the legal age without the formality of receiving permission in terms of the Act of 1901. He specifies the following Boards as still giving exemptions on a somewhat sweeping scale—Neilston (including Barrhead), Lochwinnoch, Kilbarchan, and Paisley Landward.

Completeness of Roll:—

Both Mr. Andrew and Mr. Smith advert to the question of "Completeness of Roll," with which I dealt at some length in two previous reports. Both of these colleagues send me on this subject exhaustive and valuable reports, which, to my regret, I am compelled merely to summarize here. I continue quite at one with them as to the harm done, especially in crowded urban districts, by the failure of Boards to encourage the beginning of school attendance at the minimum legal age. In many cases sufficient school accommodation for children between the ages of 5 and 6 is not provided, and the Boards thus debar themselves from taking measures to secure the attendance of such children.

Mr. Smith.

The following figures for 1903, taken from the official returns

of the School Board of Glasgow, are founded on by Mr. Smith as the basis of his report on this important matter.

District of the School Board of Glasgow, December, 1903.	
No. of children of school age (5 to 14) in district -	116,112
" " " " on roll -	102,539
" " " " *not* on roll -	13,573
No of children between the ages of *5 and 6* - -	13,790

"There were thus," says Mr. Smith "13,573 children between 5 and 14 who were not on the roll of any school, . . . and it cannot escape observation that the number corresponds roughly to the proportion of children between 5 and 6 years of age. It is an admitted fact that the School Board of Glasgow does not insist on the attendance at school of pupils under 6 years of age. The Board puts no impediment in their way (other than the common impediment of not providing places for them), but it does not enforce their attendance."

After arguing that no one who knows Glasgow can believe it to be true of *all* these children that they are being, in any just sense of the term, educated at their own homes, Mr. Smith proceeds:—

"The point does not admit of exact arithmetic: but from my inquiries I am convinced that last session there were several thousands of children in Glasgow who *for their own sakes* ought to have been at school and who were not . . . These children were getting harm by not being in school. They were losing the pliancy of childhood; they were acquiring habits of indiscipline which will bear fruit in truancy and disinclination to learn; *and they were living in physical conditions worse than those of a good Infant School.*"

Mr. Smith then puts the matter to another test—that afforded by the statistics of the Qualifying Examinations (Article 29). In ideal conditions, he estimates, 11 per cent. of the pupils on the roll should qualify each year, and, after making every allowance for unavoidable leakages, he concludes that where the proportion falls notably below 8 per cent. there is need for inquiry. Now, the facts as regards Glasgow are these:—(1) that in 1904 only a fraction over 3 per cent. of the total enrolment passed through the gate of the Qualifying Examination; (2) that at the beginning of the session the pupils on the roll of Supplementary Courses and Higher Grade Schools constituted only about 4½ per cent. of the total enrolment; and (3) that towards the close of the session (estimating from the returns on Forms 9 *b*) these pupils amounted to rather less than 3 per cent. of the total enrolment. Surely this reveals a state of things that calls for serious inquiry. Mr. Smith ends his report thus:—

"The fault may lie in the region of instruction and promotion (for which class-teachers and head masters are answerable), or in the region of enrolment and attendance (which belongs to the managers). The facts collected this year by a committee of the Educational Institute leave the impression that in most cases it is not the teachers who are to blame."

It is, however, only fair to note here that there are encouraging signs of improvement now that the influence of the Education Act of 1901 is becoming steadily effective. There has been a gratifying increase this year in the number of pupils enrolled in Supplementary Courses under the School Board of Glasgow. The Roman Catholic Schools also are now moving forward. Last year there was only one Roman Catholic School in Glasgow with a Supplementary Course; this year there are eight. Still more significant and promising is the increase in the number of children enrolled under the age of six.

Mr. Andrew. Mr. Andrew's report is of like tenor to Mr. Smith's. After noting that "all over the District an effort is being made to bring the children into school at a nearer approximation to the legal age," and specifying, with hearty approbation, the recent measures in this direction taken by the School Board of Govan, he proceeds to speak of the "great educational waste that is still going on," as evidenced by "the meagre numbers at the Supplementary Course stage in many of the large schools." On this he says:—

> "It is a very small fraction of the children that reach this stage, especially in the poorer districts, and among the strata of the population which it is specially desirable that such teaching should reach and influence."

While admitting the difficulty of "laying the finger exactly on the weak spot," he specifies the following three probable causes: (1) the late, or the relatively late, age at which in many cases the pupils enter school; (2) intermittency of attendance, due to the frequent shifting (often unavoidable, as depending on industrial conditions) of families from one locality to another; and (3) lack of vigorous and effective handling of the children in school (a remediable cause): and sums up thus: "But after all possible explanations are exhausted, the result is distinctly disappointing." Mr. Andrew concludes his report on this subject by urging the need of our gathering definite "School-leaving Statistics" as to *the exact stage of advancement* of all pupils who leave either *on reaching the legal age* or *on being exempted.*

Ordinary School Work.

Progress and promise. My colleagues have all favoured me with reports more or less interesting and suggestive on the progress that is being made in the ordinary branches of instruction. The key-note of these reports is one of hope and promise for the future. Mr. Lobban sums up the present situation thus:—

> "The general outlook is distinctly promising. Teachers are striving after higher ideals and better methods. In respect of staffing and equipment Boards and Managers are doing their best to secure efficiency in their schools."

It is still, however, premature to be too critical of results, for the new order of things has barely had time to develop itself. "He that will have a cake of the wheat must needs tarry the grinding."

Of the ordinary subjects of instruction, Arithmetic and Composition, perhaps, promise to show under the new régime more interesting developments than any other branch of the elementary school curriculum. This is due to the fact that for some time it has been felt that a radical change was necessary in the methods of teaching these important subjects. It is unnecessary at this period to hark back to the days of the "Standards," when every sum or problem in Arithmetic depended for a solution on its adaptability to come under the formula of some particular "rule;" and when Composition, which *started* with the "re-production of a short story" by the scholar, was introduced only in the last, or at best the second last, year of a pupil's school life. It is now universally recognized that all arithmetical sums or problems can be solved, and usually are solved, by more or less broad applications of the elementary rules; and that Composition should be taught in some form from the Infant School to the Supplementary Classes. Interesting developments in the teaching of Arithmetic and Composition.

My report under this heading, then, will this year be confined mainly to a short digest of my colleagues' remarks on Arithmetic and Composition, each subject regarded under a two-fold aspect —Arithmetic, mentally and on slate; and Composition, orally and on paper.

Mr. Smith deals at considerable length with Arithmetic. After a brief survey of the "recent history of arithmetical teaching in Glasgow," and a reference to a conference on this subject with experts like Prof. Gibson, Mr. Alison, now of George Watson's College, and H.M.I. Mr. W. G. Fraser (to whom he pays a warm tribute for his valuable assistance), Mr. Smith proceeds:— Arithmetic:—*Mr. Smith.*

"The two points at which our experience shows that reform is most urgently needed are (1) in the Junior Division a closer connection between Mental and Written Arithmetic; (2) in the Senior Division an earlier start in, and a more concrete treatment of, Decimals. . . . (1) What is wanted is on the one hand to make explicit the operations involved in Mental Arithmetic, and on the other to make significant the operations performed on paper; to show, in fact, that the two things are one, and that we merely fall back on the pencil when the figures are too big, or the processes too long to be carried in the head. . . . (2) Under the old Code, Decimals were scarcely touched till the last year of school . . . and they were habitually approached through the Vulgar Fraction. The result was that the pupils never learned to use Decimals with confidence as a means of getting out an answer."

For the acquisition of a sensible working familiarity with Decimals, Mr. Smith advises an earlier introduction of the decimal system, and a more frequent application of it in concrete problems; and he suggests that the Metric Table of length should be taught concurrently with the British Table, and that the pupils should be set without comment to Reduction, etc., therein.

"They would soon find," he remarks, "that the French method converted all compound rules into simple rules, and that Reduction involved nothing but a change of name."

Mr. Munro Fraser. Mr. Munro Fraser deals very fully with the teaching of Arithmetic in the Junior Division. He emphasizes the importance of the use of concrete numbers at this stage, and desiderates a closer connection between Mental and Written Arithmetic.

> "During the past session," he writes, "I have made a point of holding a friendly conference with the headmaster and the teachers of the Junior Division in almost every school that I have visited . . . to discuss how best to introduce the spirit of the Qualifying Examination into the Junior Division."

And as a direct consequence of these conferences he finds that in many schools the profession of Arithmetic is now on something like the following lines in the Junior Division:—(1) The four simple rules limited to relatively small numbers (mainly mental); (2) The application of these operations to simple sums and problems in money, weight, etc. (mainly mental); and (3) An introduction to fractions in their simplest and commonest form, treated concretely.

Mr. Harvey. Mr. Harvey alludes to the oft-repeated complaint that the teaching of the essential subjects, Arithmetic especially, entails such an expenditure of time that all the various other branches cannot receive adequate attention. But many expert and competent judges are agreed that too much time has hitherto been devoted to Arithmetic, especially in its earlier stages, and that under the more rational methods now in vogue, or on the eve of coming into vogue, the subject can be taught in less than three-fourths of the time with more effective results than before.

Composition:— Among those of my colleagues who have touched on Composition there is a remarkable consensus that the subject, as a whole, does not reach a very high level of merit. This, however, does not mean that it is worse than it has been in former years. It is, as a matter of fact, distinctly better; and the somewhat unfavourable estimate of my colleagues as to the teaching of this subject may be looked upon simply as a sign of the higher value that is now being attached to systematic training in *English* as an all-important element in the education of every British boy and girl. There is also a general agreement as to the steps that should be adopted to raise this valuable branch of instruction to a level commensurate with its importance. It is re-

Oral. commended that Oral Composition—i.e., training children to express their own ideas by "word of mouth" in simple, clear, and connected language—should receive constant and systematic attention throughout the whole school course, and that at a stage not later than the lowest class of the Senior Division a beginning should be made in Written Composition. Oral Composition does now receive more or less attention in nearly all schools; but in too many cases it is too much *per se;* that is to say, so many minutes a day are devoted to a formal lesson in "Oral Composition." But, in a sense, training in Oral Composition ought to be going on constantly in school. All the answers that a pupil gives to a teacher throughout the

whole length of a school day constitute, or ought to constitute, Oral Composition in the proper sense of the term. It is this wider aspect of the question that teachers too often fail to grasp. Hence the poor oral answering so often met with in schools where "Oral Composition" is taught only as an isolated "subject."

Written.

I agree with the majority of my colleagues in thinking it undesirable to try to lay down any hard and fast scheme for the teaching of Written Composition. Hardly, perhaps, in any branch of school work does the teacher's personality count for so much as in the teaching of this subject. Composition certainly ought to be *systematically* taught; but any system will depend for its success mainly on the teacher's own genius, on his powers of infusing his own individuality into the teaching; and methods that would be effective in the hands of one man might easily enough be productive of more harm than good in the hands of another.

Selection of subjects.

The selection of subjects for Written Composition calls for more care than is sometimes bestowed upon it. It is important that the subject chosen, more especially in the early stages of this work, should present a natural sequence of event or topic—a forward movement, so to speak—that will evoke a corresponding sequence of thought in the mind of the pupil. The children of an elementary school cannot be expected, on their own initiative, to arrange their ideas in logical order. Hence it is desirable to begin by utilizing for the Composition exercise a lesson that has been studied in the class, and to progress from this to the reproduction of an easy narrative, a simple piece of descriptive prose, and (within limits) the now over-decried "short story with a point in it."

Paragraphing.

At all stages of this course careful attention should be paid to proper *Paragraphing*—an important matter at present much neglected.

Mr. Andrew.

Mr. Andrew lays special stress on the value of Composition:—

"The whole teaching of this subject [he writes] needs to be systematized and put upon a proper basis. Throughout the Infant and Junior Divisions the oral method should predominate, but with beginnings at written work gradually expanding as the highest class in the Junior Division is reached. In the Senior Division the written method should predominate, but not by any means to the exclusion of the oral, which, indeed, should, in one form or another, be continued throughout the whole period of school life."

Mr. Andrew then gives a valuable warning as to the mischief that may result from dealing too sharply with sensitive children who may be guilty of some venial mistake in grammar, or of some local peculiarities of speech. He next points out that frequently in large schools the work in this branch is not well concatenated; that while, for instance good composition is found in a

particular class, but little attention is given to the subject in the one immediately following:—

"It should be one of the chief and main aims of a headmaster [he insists] to prevent this. He should have a clear and definite conception of what the final result of his school work is intended to be, and every class and teacher should, if the school is skilfully organised and supervised, be working towards its attainment."

Dr. Douglas Thomson. Dr. Douglas Thomson draws attention to the difficulty often experienced in elementary Scottish schools where pure English is practically a foreign language to the pupils.

Mr. Munro Fraser. Mr. Munro Fraser notes that "Nature Knowledge, History. the Reading Lesson, etc., are in the best schools now made use of for Composition purposes." With regard to Oral Composition he deprecates a habit into which too many teachers fall—the habit of accepting "the mere germ" of an answer.

"The point here, of course, is [says Mr. Fraser] not that the pupil should always answer in a sentence—which is a useful exercise in its own time and place—but that the teacher should not be satisfied with the rudiment of an answer, or a truncated form of words."

Nature Study:— I add notes from two colleagues in regard to Nature Study.

Mr. Harvey. Mr. Harvey justly complains that

"Nature Knowledge schemes are frequently far too ambitious, contain too many subjects, and profess to cover far too much ground";

and he urges that School Boards should secure the services of experts in this branch "to give short but interesting lessons in the different schools."

Dr. Douglas Thomson. Dr. Douglas Thomson says on this subject:—

"One still meets now and again with a teacher who finds it difficult to get away from the fetish of the text book; but the treatment of Nature Study is, in general, steadily improving";

and he gives interesting details of the very successful way in which this study is carried on in a small and remote school in Kirkcudbrightshire (Polharrow P.S.):—

"A day-book is kept in which are entered each day noteworthy things observed on the way to and from school, along with the name of the observer. In this way a most interesting annual record is being compiled. Further, the children all make collections of wild flowers, grasses, etc., and mount them in a simple way in large note-books. The *popular* name of the specimen and the date of finding it are entered, and *a drawing of it is also made*. Some of the older pupils, despite the moorland nature of the place, had collected as many as sixty different specimens. It was obvious that they had learned to 'keep their eyes open': and that is exactly what is wanted.'

Limitations of time and space oblige me to bring to a close for this year my remarks upon the ordinary school subjects. I conclude this section of my report by giving a summary of some interesting and valuable notes on Singing by Dr. Arthur Somervell, the official Inspector of Music. These are contained in a report by Dr. Somervell (kindly forwarded to me by my

Singing:— *Dr. Somervell.*

colleague Mr. Lobban) on what he saw in a number of the Ayrshire schools which he visited in December, 1903. Dr. Somervell says:—

"With rare exceptions I found the condition of music very poor. The tone of the singing was almost invariably noisy and unmusical, and the sex-division for two-part singing (sometimes appearing as low down as the Second Standard) was having a deleterious effect on the voices of the boys, many of whom were actually unable, by the time they reached the Fifth Standard, to sing more than five notes. This naturally resulted in their using exclusively the wrong quality of voice, and growling notes which were not really upon their voices at all. I only found the head-voice cultivated in one school. The staff notation was practically a dead letter. . . . The whole effect was unpromising in spite of the zeal of many of the teachers; for the subject was one which seemed in its treatment to lack life and inspiration."

Dr. Somervell subsequently read to a gathering of teachers at Ayr a paper on Singing in Schools. He reports that already within six months the beneficial results are evident and most encouraging, and he bears warm testimony to the whole-hearted zeal for the subject on the part of the teachers.

Dr. Somervell's remarks, there is reason to fear, are in a large measure true of many schools. In the majority of rural schools a common defect of the singing is a tendency to loudness, harshness, and lack of expression. In the urban portion of the Glasgow District these faults do not abound; but the sex-division for two-part singing, so strongly deprecated by Dr. Somervell, finds a place in every school. In at least the Supplementary Classes in Glasgow a knowledge of the staff notation finds a place in the schemes of work.

Supplementary Courses.

Last year, when Supplementary Courses had been little more than just begun, it seemed of service to give some account of experiences gained in connection with the School Board of Glasgow's carefully thought out measures for the starting and the working of these courses. Since then a large number of Supplementary Courses throughout the Western Division have done a full session's work; and additions to this number have been coming in, and continue to come in, steadily. As a sequel to last year's report it may be well this year to show in as concrete a form as possible what already can be done in a typical Course under Article 21, conducted on the lines and in the spirit of Circular Letter No. 374. This may best be accomplished, I think, by giving somewhat detailed information as to the curriculum of a typical Course and the record of actual work done by a typical scholar of that Course. I proceed to do this from actual inspection-notes furnished to me by my colleague Mr. Smith.

Specimen from a typical Supplementary Course.

The Course selected is typical, inasmuch as its curriculum is on the normal lines of the general curriculum adopted by the Glasgow School Board under its arrangement for Supplementary

Courses. The school is typical, because, though—fairly enough, I claim—I have picked a *good* school, it is an ordinary elementary school attended by the children of ordinary working-class parents. And the scholar is typical, because she is simply a good specimen of a good class under a good teacher.

Its curriculum.

As to the curriculum of this Supplementary Course: it shows an endeavour to maintain a due balance between literary and practical subjects. The morning is given to bookwork, the afternoon to practical work. Out of a 25 hours' week about 15 hours are given to the subjects of Schedule V., and 10 hours to those of Schedule VI.; and it is to be noted that of the former 15 hours as many as from 2½ to 3 are given to Physical Exercises and Music. The afternoon 10 hours—this being a Girls' Course—are apportioned to Cookery, Laundry Work, Needlework (with Dressmaking), and Practical Household Economy.

Record of work done.

As to the actual work done in this Course: the individual Record of Work kept by the scholar does not begin until the 23rd November (an earlier and less satisfactory form of record kept for the previous weeks having then been discarded); and it therefore covers, by the close of the session at the end of June, little more than seven months' work. But it shows that in these seven months this girl read, and the teacher revised with the class in school, *The Talisman, Enoch Arden, Evangeline, The Merchant of Venice, A Christmas Carol, Rab and his Friends,* and *The Abbot.* The pupil made an elaborate précis of these books, the summary of a single lesson sometimes occupying a whole page of her record-book. She studied and learnt by heart "Yarrow Revisited," "God's Acre," portions of "Evangeline," "The Day is Done," "The Legend Beautiful," "A Psalm of Life," "The Brook," and the "Ode on the Death of the Duke of Wellington." She also read for herself ten books out of the school library. On alternate weeks she prepared and wrote essays, generally on subjects drawn from her reading. She had a course of lessons on the History of India and the Colonies, of which she made full notes; and a similar course on Citizenship, advancing from such subjects as "Co-operative Stores" to "Municipal Government," "Taxation," and "Parliamentary Government." She worked regularly through the higher rules of Arithmetic, giving special attention to decimals and the metric system. A short course in Hygiene was followed by a course of twelve lectures on Sick-nursing, given by a doctor. These serious studies were relieved (as I have already indicated) by an ample allowance of Music and Physical Exercises—with most beneficial effect on the girl's growth and carriage.

All this, be it remembered, was the work of only three-fifths of her school time. The afternoons were given to the *practical* subjects already mentioned. At this school Practical Housewifery is taught (in a model working-man's house presented for the purpose by the Chairman of the School Board of Glasgow)

in a manner not merely practical but also educative in a very high degree.

This, it will scarcely be denied, represents a most creditable quantity of work in seven months for a girl in an Elementary School. What as to its quality? I have already said that the school is a good one: and in a school that one marks as emphatically "good" the quality of *all* the work well-nigh "goes without saying." But I am tempted to give here a specific instance of the quality, in the shape of a paragraph, quoted in Mr. Smith's most interesting notes, from an essay of this girl's on *Character*. She writes:—

"Character is gradually formed by the events of everyday life. It is a mistake to think the little things of no importance. The hourly temptations resisted, the little self-sacrifices, the little courtesies, all go to build a beautiful character, as surely as a magnificent building rises stone by stone."

As Mr. Smith justly here remarks:—

"Whatever help the teacher may have given in the way of suggesting ideas detracts little from the value of this quotation as evidence of the success with which composition is taught. The quotation also serves to illustrate the possibilities of moral instruction which these Supplementary Courses afford. To many of us no feature of the scheme seems so important as the influence which it enables high-minded teachers to exercise on boys and girls at this impressionable age, working under free conditions which make intimacy possible and lead the pupil to regard the teacher not as a crammer but as a friend and a guide."

Without entering here into argumentative discussion upon points in regard to which there have been considerable misapprehensions and many erroneous and misleading statements, I venture to claim unhesitatingly that the work actually done during the past session in this typical Supplementary Course constitutes a thoroughly sensible, all-round, and well balanced educational provision for a girl in her 14th year who at the close of the session is to leave school to enter upon the practical duties of working-class life.

Real aim of this work.

Yet, be it noted, there is not in all this programme of work a single really new subject. The Course is essentially no more than a natural continuation and development of the scholar's previous studies. Its aim is not so much to give to the pupils new knowledge as to consolidate and make living their already acquired knowledge. To secure this it seeks to import a special zest and effectiveness into the school work of these pupils by making them realize that that work is in close touch with the interests and the claims of their daily life; by at once tempting and guiding and training them to wish to learn, and to learn for themselves; and by instilling into them something at least of a love of learning and of literature that will be to them, after they leave school, not only a help amid life's toil and struggle, but also a never-failing source of rational enjoyment and pure delights in their hours of leisure.

Essentials of success.

The essentials of success in the conduct of a Supplementary Course are the aim kept in view and the spirit in which the work

is done. Here, as in every stage of school work, everything depends upon the teacher. That all the Supplementary Courses show already the quantity or the quality of result of the one I have described above, or are permeated by the aims that I have sketched, it would be misleading to report. As a matter of fact these Courses are at present of every degree of efficiency and merit—from those which are almost a revelation as to what can be made of children at this stage, to those which are nothing more than a survival of the dreary, lifeless, purposeless curriculum that used, as a rule, to be provided for our "Ex-sixth Standard" scholars. Nevertheless, as the reports of my colleagues all over the Division abundantly testify, the results already achieved in such Supplementary Courses as have been well planned and well taught are full of most encouraging promise as to the instruction and the training that will now be given to the leaving classes of our ordinary Elementary Schools. I agree with Mr. Smith in thinking that these results are largely due to "the emancipation of this last year of school life from the examination incubus" and the consequent "air of freedom in which these Courses have grown up." "Nothing," he adds, "has struck us or pleased us more in visiting these Courses than the sustained and genuine interest of the pupils in their work—an interest kindled no doubt by the enthusiasm of the teachers, but as certainly in no small measure maintained by the attraction of the work itself."

Courses that are not genuinely Supplementary.

The time, indeed, must very soon come when such Supplementary Courses as are not genuinely satisfactory in respect both of conception and of carrying out shall be refused recognition for grant under Article 21. The aim and scope of these Courses, and the proper methods for the organizing, equipping, and teaching of them, have been so clearly set forth by your Lordships that ignorance is no excuse. It is—to say the least of it—remarkable that H.M. Inspectors still find managers and teachers who profess or propose to conduct Supplementary Courses without having even read Circular 374 (sent down to all School Boards and Managers in February, 1903). As my colleague Mr. Munro Fraser says—

> "Had this circular been 'inwardly digested,' no inconsiderable part of the labour involved in the approval of schemes, and in the work of inspection, during the past year would have been saved."

I proceed now, with the help of the reports of my colleagues, to make some brief notes on points of salient importance that have emerged during the past session in connection with the establishment and the teaching of Supplementary Courses.

As Your Lordships recognized and carefully pointed out from the first, there are in connection with these Courses difficulties that are peculiar to town schools on the one hand and to rural schools on the other.

Need for specific organization in large towns.

In the large towns the main difficulty has been to secure "proper organization and sub-division of labour" among the

schools having Supplementary Courses, so as to prevent overlapping and unnecessary duplication of Courses. Ideally, I think it would be well that each school should have its own Supplementary Course as the finish and crown of its own elementary curriculum. But, as matter of simple fact, this is not—meantime at any rate—practicable, owing to considerations of expense. The basis for the right solution of the problem in all populous places is, as Your Lordships express it,

> "That the various elementary schools of a given town area under the same management should be regarded not as separate entities, but as parts of the same organisation, thus permitting a free interchange of pupils at the stage at which the special studies of the Supplementary Courses are entered upon."

It is satisfactory to find that there is among the School Boards of the larger towns a growing appreciation of the advantages of this type of organization. Sometimes, indeed, one hears a good deal about the objection of parents to the transfer of their children to another school. But as to this I would observe, first, that the statements as to this objection come neither most frequently nor most strongly from those who represent the parents—the members of School Boards—(H.M. Inspectors come little into direct touch with the parents); and, secondly, that what strength the objection has is due just to the fact that each town school has hitherto been looked upon as a separate entity complete in itself—in no respect as complementary even to its immediate neighbours, but as a jealous rival to them throughout every stage of the curriculum. The idea of a wider and at once more economical and more efficient organization for a district as a whole has scarcely yet been put before the public mind; but there seems little reason why in time, under such improved organization, the parent should not be just as ready or ambitious to have his child, on promotion, transferred from a lower to a higher "department" of this larger School District establishment, as from class to class or from division to division under the present separate "school" system. At any rate, in a place like Glasgow, where the schools are so thickly planted, the distance from one school building to another is a practically negligible factor in transfer-arrangements for any child over twelve years of age.

Household Management Courses.

The problem as to the local distribution of centres is at present undoubtedly most difficult in connection with the special Household Management Course for girls, more particularly as regards the *practical* teaching in the "Care of Rooms, etc." Of the value, both as training and as education (in the more restricted sense of that term), of this particular part of the Girls' Course no one who has seen it really well taught will have doubt. But it demands special equipment and consequently entails special expense. It also, to produce its highest educational results, needs very special staff As Mr. Andrew well says, "one of the main advantages of a special course of this type lies in bringing the girls under the continuous moulding influence of

not merely an expert, but of a refined and cultured mistress.... There is no question that this branch can be most effectively treated by congregating the girls at a special centre." Mr. Andrew then, after acknowledging (with more particular reference to Govan) that the difficulties in the way of carrying this out are, "though not insuperable, at present very considerable," goes on to suggest that "a partial solution of the difficulty might be found in renting and equipping small flats—a kitchen, parlour, and bedroom—in several central localities, and drafting the girls there in relays from the neighbouring schools to receive, under special and cultured expert mistresses, their household training, while their training in the other subjects of the Course would continue to be carried on at their own schools"—on the analogy, as he points out, of arrangements such as are at present often made for the teaching of Woodwork, Cookery, etc. Such partial solution is certainly to be commended, in default of the more perfect way. It is in operation in connection with three of the Girls' Supplementary Courses in Glasgow; and it is systematically and successfully carried out in Paisley, where the Household Management Course is provided (centralized) at five of the ten Elementary Schools of the Burgh, the School Board having acquired, for the practical training of the pupils, three houses at one or other of which every girl will receive two half-days' practice in Housewifery per week. Upon this arrangement Mr. Munro Fraser makes a remark which I quote with pleasure:—

"A good deal of talk is heard about the opposition of parents to the Housewifery part of the Household Management Course. This opposition, however, is apt to be exaggerated, and needs only to be resolutely faced to be overcome. When people allow their children—and are glad to allow them—to be taught Cookery at the public expense, they may be expected to see the inconsistency of objecting to a training that is so intimately connected with the comfort and the health of the home."

The cases in which this training in Housewifery is really practically carried out are not yet many. There are, as I have already mentioned, four cases in Glasgow. Mr. Andrew specifies two in his district, both in Partick—one (now in its second year) in St. Peter's R. C. Girls' School, "the work of which has been most favourably reported on by Miss Crawford (Inspectress of Cookery, etc.);" the other in Stewartville P. S., where "a special and well-conceived course is being given by one of the Board's expert visiting mistresses." Mr. Munro Fraser reports, in addition to the cases in Paisley already mentioned, the cases of "one or two country schools in Argyllshire" where "a fairly successful attempt has been made to give a full course, the teacher making use of the schoolhouse for practical purposes." In these cases the pupils, besides being taught how to cook simple dishes suitable for cottagers' meals, are *practically* taught "how to wash the more common articles of household wear, and how to perform the various operations pertaining to 'the care of the house' (fire-lighting, scrubbing, dusting, bed-making, table-setting, etc.)." It is, in my opinion, greatly to be

desired that this practical instruction in Housewifery should be much more widely diffused. But considerable initial expense is involved in furnishing the necessary equipment; and small Boards in particular are reluctant to make the venture, their reluctance being increased by the difficulty of securing the right kind of mistress thoroughly qualified to teach such work. I join with Dr. Douglas Thomson in the hope that, "with extended areas, and with Boards large enough to carry out the suggestion as to visiting teachers made in paragraph 12 of Circular 374, this may be remedied."

Industrial Courses in Rural Schools

Similar difficulties attend the carrying out fully of the requirements as to the workshop practice in Woodwork (or Iron-work) of the Industrial Course in rural schools. With regard to such schools it can only be hoped that future legislation may provide a remedy on the lines of the suggestion thrown out by Dr. Douglas Thomson. In the towns, where so many centres for practical instruction in Woodwork already exist, the difficulties are not serious; and in most of the towns of any size very satisfactory Industrial Courses are now in operation.

The Industrial Course preferable to the Commercial

Indeed, in Glasgow, of the courses for boys the Industrial Courses form the large majority. Of this I am glad, because I feel strongly that for boys of the working classes about to leave school—it not, indeed, for all boys—the Industrial Course of Schedule VI. is much more educative, in the true sense of the term, than the Commercial Course. The latter should be confined to boys and girls whose special destination is office work (a comparatively small proportion of the whole); and even for them its balance on the side of the *Realien* should be preserved by the inclusion, for the boys, of Experimental Geometry as in the Industrial Course, or, for the girls, of some of the practical subjects of the Household Management Course.

The Special Course for Rural Schools.

Not only on grounds purely educational, but also on grounds that are closely connected with the serious social problem of the emigration of our rural population into the large towns, it is, I think, greatly to be regretted that so few attempts have been made by our country teachers to take up the special Course for Rural Schools. Is the main reason this, that nowadays so many even of our rural teachers are town-bred? Or must one come, unwillingly, to the conclusion that the reason for the not very intelligible preference for the "Commercial" Course in purely Rural Schools is simply that that course seems the easiest, because it apparently runs most nearly on the bookwork lines of the old "standards?" It is to be hoped that the growing interest that is being taken in Nature Study at the Training Colleges and at Classes under Article 91 (*d*) may have some effect in making the "differentiated line of work" chosen for the leaving class of the Rural School one that is more closely in touch with the environment and the needs of boys and girls who are to spend their lives as farm labourers and servants. There are many country teachers who are enthusiasts in cottage

gardening: others I know who are enthusiastic and successful beekeepers: not a few are in their leisure hours eager devotees of some branch or other of Natural Science—all of these finding in such pursuits no little compensation for the loss of the advantages (real or supposed) of town life. Rural teachers of this type will be doing educational work of high value—work potent for good in the futures of their pupils—if they manage to imbue their scholars, especially those who are on the eve of leaving them, with at least something of that interest in Nature and her ways which has proved to themselves such a source of intellectual stimulus and recreation and solace.

Importance of the work under Schedule V.

In what I have said above as to the establishment of Supplementary Courses I have been speaking with reference more particularly to the properly "supplementary" part of them—that part which falls under Schedule VI. of the Code, and which is described in Circular 374 as differentiated "in view of the probable practical requirements of the pupils' after-school life"; not that part which falls under Schedule V., and is there explicitly stated to be "common to all classes." Proposals for Courses have shown that this distinction is apt to be lost sight of, and that, because the differentiated work under Schedule VI. has the aspect of being the most strikingly "new" requirement, there is a tendency to look upon that work as if it were the essential feature of the Supplementary Course scheme. Careful study of the Code and of the Circular should have made it clear that such a view is erroneous, and that, while the essence of the Supplementary Course may be said to lie in its spirit and method, much the more important part of the instruction-work is that set forth under Schedule V.

The main body of the Pupils to be first considered.

In adjusting and sanctioning proposals for Supplementary Courses stress has been laid upon securing that the work offered in these was in its nature and its methods such as was suitable for the main body of the pupils at this stage. It is to be borne in mind that such pupils now, since the passing of the Act of 1901, constitute a definite and really appreciable section of the school, and are not either, as in the great majority of schools they formerly were, a fluctuating extra class dwindling away steadily throughout the session, or, as they were in a few schools —mainly the better class country ones,—a small (generally very small) group of such scholars as wished to remain on at school for the express purpose of being prepared for secondary work and the university. The great bulk of the pupils at the Supplementary Course stage is composed of those who are *not* going forward to secondary work; and their interests have the first claim for consideration in the curriculum of the ordinary school. But Your Lordships made it clear in Circular 374, and have restated with emphasis in the later Explanatory Memorandum to the Selection of Circular Letters, 1898–1904, that, provided that the paramount interests of the majority of the pupils are secured, nothing was further from your Lordships'

desire or intention in establishing the Supplementary Course curriculum than to discourage in any way the old Scottish parish school tradition of giving secondary instruction to exceptional pupils in these schools wherever no better organized and more efficient provision for such instruction is within reach. In understood accordance, therefore, with Your Lordships' wishes and instructions, while every care has been taken to see that the schemes submitted for Supplementary Courses made, first of all, suitable provision for *the main body of the pupils*, and, therefore, did not include secondary subjects as an integral (or compulsory) element in these Courses, no objection has been taken to the inclusion, where local demands or circumstances made this desirable, of provision for the instruction of *a certain number of selected pupils* in languages or in any other subjects of secondary education. Throughout the Division managers and teachers of country schools have, as a rule, worked cordially along with His Majesty's Inspectors in this matter, and there has been no serious difficulty in getting schemes satisfactorily adjusted.

But no objection to Secondary Instruction for selected pupils, where advisable.

It is to be regretted, however, that in so few cases among the smaller schools has advantage been taken of the provision made under the Minutes of 28th May, 1903 and 25th April, 1904, for increasing the teaching staff. Adequacy of staff, both in quality and in amount, lies at the root of the solution of most of the educational problems with which we are now coming face to face: it is a matter of supreme importance to those country schools which have to contrive to pay the "double debt" of providing both primary and secondary instruction.

Adequacy Staff.

The duty of inspecting the work actually done in the Supplementary Courses that have been established has, under recent staff arrangements, devolved almost wholly upon my colleagues in charge of Districts. Personally I have seen very little of this work except in one or two special cases in Glasgow. I proceed now to cull from the full and interesting reports of my colleagues the substance of their notes, suggestions, or cautions on points of special importance.

There is absolute unanimity that in the work of the Supplementary Course the most important subjects are those of Schedule V., and that amongst these supreme importance attaches to "*A.—The Study of English.*" The lines on which this subject should be taught are so fully and clearly set forth in Section 6 of Circular 374 that it is unnecessary to dwell upon them here. Three points, however, in connection with the work in this all-important subject call for special remark.

Schedule V., A.—English: its paramount importance.

First, the work under this head, as well as that under the closely related head B. of the same schedule, cannot be carried on with full efficiency unless there is provided the "necessary equipment" of a School Reference Library (as specified in Section 16 of Circular 374); and the value of having also a carefully selected Lending Library is very great. Managers vary

School Reference and Lending Libraries.

very much in their recognition of their responsibilities in these respects. Mr. Andrew makes special note of this, but adds:—"It is but fair to state that this is sometimes due to the teachers not bringing their requirements and needs clearly before the managers." Mr. Lobban reports that "to supply material for reading, small libraries are being formed in most cases"; and he records a useful and noteworthy arrangement made by some managers, whereby for a small annual payment they secure to the pupils the privilege of getting from the Public Library such books as, under proper supervision, they may select—specifying Kilwinning as a place where an experiment of this nature has been attended with remarkable success. Mr. Munro Fraser states that in his district "a large increase has taken place in the number of school libraries, use being made of them partly for school purposes and partly for promiscuous reading"; and he makes special mention of the fact that "in many districts of Argyllshire and in a few districts of Renfrewshire handsome School and Village Libraries have been provided by the generosity of Mr. James Coats of Paisley."

Home-Reading.

Secondly, in many cases there is need for a better conception of how this branch of the work should be dealt with so as to secure its "main object," the creation of "a taste for good literature." There is misunderstanding especially as to *Home-Reading*, and the selection of books for this purpose often leaves much to be desired. Ephemeral literature and popular magazines are here obviously out of place. It is apparently not sufficiently noted that your Lordships have explicitly laid it down that "the books for Home Reading should *not* be chosen from the literature of the day." Manifestly, also, to confine the home reading of the scholars to *a single book* during the whole year, or, perhaps still worse, to a mere schoolbook compilation of "literary extracts," is, to say the least of it, an absurdly unlikely method of reaching the end in view.

Effect upon English in the rest of the school.

Thirdly, more than one of my colleagues call attention to the influence which the right teaching of English in the Supplementary Course is already exerting on the English teaching of the rest of the school. In this connection Mr. Smith says:—

> "The continuous study of complete books is beginning (under the name of 'Social Reading') to form a regular part of the English work, sometimes in the Qualifying Class only, sometimes right down to the bottom of the Junior Division. . . . At more than one school pupils who are nearing fourteen without having reached the qualifying stage are being formed into special classes which are worked on the Supplementary Course plan, though of course at a lower level of attainment"

I am tempted here to quote from Mr. Smith's report a most interesting bit of evidence given by "one of our most respected class-teachers (a man in no way prepossessed in favour of these 'innovations'). 'The Supplementary Course,' said this teacher, 'has killed the penny novelette in this school.'"

Mr. Andrew devotes a very interesting and valuable portion

of his report to pointing out how the fostering of the taste for good reading must be begun at an earlier stage than the Supplementary Course. As he well says:—

"This involves the whole question of the treatment of literature in the Elementary School, and *especially in the Elementary School of poor districts.*"

He desiderates that "the children attending such schools should be brought under the same influences as affect a child under the environment of an educated home"; and he proceeds to sketch out, in considerable fulness, and with much skilful insight, a course having this purpose in view—beginning with the *telling* of the "old favourite fairy stories," in the Infant room; the telling gradually merging into reading ("the reading, however mainly in the hands of the teacher, and the choice of book wholly"); the aim of the exercise widening as stage after stage is reached—a course which, "if pursued in regular gradations from the Infant room to the class preparing for the Qualifying Examination, would yield the preparation for the ordered reading to be undertaken in the Supplementary Course." I regret exceedingly that I am compelled to restrict myself here to such a meagre summary of Mr. Andrew's most suggestive remarks on this subject.

Work under *Schedule V., B.*

With regard to the work set forth under Schedule V., B., there appears to be special need to call attention to two points: first, that the *spirit* and the *method* in which these studies are pursued are the essential things, rather than the *body of new information* which is conveyed to the pupils; and, secondly—and as really involved in the foregoing—that neither is it wise nor is it required that any burdensome amount should be attempted under this head. The counsel and warning implied in the last note to the Fifth Schedule have not been noted as they should have been. The following quotation from the remarks of Mr. Munro Fraser is here very pertinent:—

"It has had to be impressed upon teachers that in regard to collateral subjects, such as history and geography, the time of the pupils should be occupied not merely in revising work already done, but mainly in applying knowledge already acquired to the facts and problems of life."

Or, to put the matter on a broader footing, in the words of Circular 374 (par. 15):—

"Whatever the opportunities for collective instruction may be, the distinguishing note of the work of the pupils in the Supplementary Courses should be individual study directed to practical ends."

Work under *Schedule VI.*

Without venturing to enter upon all the details of the work suggested in the various courses under Schedule VI., I note from the reports of my colleagues the following points in regard to two subjects that are very widely taken up. (1) In the Geometry and Mensuration of the Industrial course (generally taken also, for boys at anyrate, along with the Commercial Course) there is a prevailing tendency to let mere Scale Drawing bulk too largely in the instruction, to the neglect of practical investigation of the more commonly occurring plane and solid figures (2) In the

Geometry and Mensuration.

Book-keeping of the Commercial Course a common mistake is to introduce the scholar to the more complex and advanced parts of Book-keeping before the simple everyday exemplifications of it are understood. There is a tendency to deal too exclusively with the big transactions of large mercantile houses and to lose sight of the primary requirements of ordinary life.

Outlook encouraging.

On the whole, however, as regards the Supplementary Courses—summing up the testimony of my colleagues in the words of two of them—it is gratifying and encouraging to find that, "while it is still too early to speak definitely of 'results,' in many schools the work of the Supplementary Courses has made a very promising start"; and that "the quality of the work being done in them is steadily improving, as the teachers get a firmer hold of what should be aimed at."

Physical Training, etc.

Report of Royal Commission on Physical Training.

The recent publication of the Report of the Royal Commission on Physical Training, followed by the issue of the official *Syllabus of Physical Exercises for use in Public Elementary Schools*, has concentrated public attention upon this most important branch of education. More accurate conceptions of the place and function of Physical Exercises in the school curriculum are being formed, and there is, in consequence, evidence this year of much healthy activity in the carrying out of much-needed reforms. More attention is now directed to the improvement of the physique of the individual child—the true object of physical exercises in the school. Individual defects are noted, the nature and order of exercises are considered, and special attention is paid in each exercise to starting positions and to the mode in which each movement is made by each pupil.

Increased attention to the subject in Glasgow.

The whole subject has been receiving the careful attention of the Glasgow School Board. As regards the teaching of it, they prefer to leave this in the hands of the ordinary staff assistants who have the necessary qualifications, under, however, the supervision of an "expert" instructor; and this method is followed in nearly thirty of the schools. Early in the year the Board opened Art. 91 (*d*) Classes for such of the teachers as were desirous of obtaining a certificate for the teaching of Physical Exercises. These classes were largely attended, and at the end of the course fifty-six teachers gained certificates. On the suggestion of Captain Foster, Inspector of Physical Training, the School Board have agreed to appoint a thoroughly qualified lady to supervise and direct the physical training in the Infant Departments.

Medical Inspection in schools

Closely connected with, and indeed forming a part of, Physical Training is the question of Medical Inspection of schools. There is a growing conviction not only of the desirability of, but also of the need for, an accurate knowledge of the physical

conditions of the scholars, as an important factor in a system of Physical Training. A most interesting and valuable report has been prepared by Dr. Chalmers, the Medical Officer of Health for Glasgow, on a medical investigation which he conducted in three of the Glasgow Board Schools. Little more than an allusion can be made here to this very complete and helpful contribution to reliable data on the subject; but I would refer to one conclusion which he draws as an outcome of his inquiry:— The Report of Dr. Chalmers.

"If you are to have physical training in schools it is quite obvious that you must either select your children or adapt the exercises to the children. This seems to me essential. You cannot take a child, whose weight and other measurements indicate physical unfitness, and put it under a definite routine system of drill without first inquiring if, say, the heart and lungs are in a perfectly healthy state."

In the Glasgow schools the teachers are now recording certain physical measurements of the children, and they also conduct a periodic examination of the eyesight of the children on a definite uniform system.

Swimming has been taught this year to 2,063 pupils drawn from the Glasgow Public Schools. As in previous years, the public baths were again placed by the Town Council at the disposal of the Board, free of charge for this instruction. Mr. Andrew calls attention to the prominence given to Swimming in the scheme of physical culture of the Govan Board. Swimming.

"When their two most recently built schools are opened they will have seven swimming baths within their area, several of the newer ones, situated in buildings in the playground, being very large and spacious. During the year a total of 1,525 pupils, viz., 1,246 boys and 279 girls, were taught to swim."

The proper feeding and clothing of school children are important factors in connection with the efficiency of all school work, and notably so of physical culture. In Glasgow, as in other large cities, many of the pupils come to school hungry and ill-clad. Much thought and effort have been expended in the endeavour to mitigate the sufferings and supply the wants of these children. The School Board has no power, it is true, to devote any portion of the public funds to this purpose; but there are many voluntary agencies for supplying relief, and there is a manifest spirit of hearty co-operation in this work. The principal agencies are the Day Industrial Schools, the Buchanan Institution, the Day Refuges, and the Poor Children's Dinner Table Society. There are four Industrial Schools with an aggregate attendance of 694 children. These are under the management of the Juvenile Delinquency Board, and are intended for children who are irregular in attendance at the ordinary schools. The Buchanan Institution provides education and food for about 340 boys, the funds being derived from a bequest. The Day Refuges provide three meals a day during the winter months for about 250 children; and the Poor Children's Dinner Tables provide dinners during the winter months for about 1,400 children. The funds in both these cases are Feeding and Clothing.

raised by subscription. The clothing arrangements are administered by the Charity Organisation Society under their Clothing Scheme.

Blind, Deaf-Mute, and Defective Children.

Blind children.

The main provision in Glasgow for the education of Blind children is furnished by the school of the Royal Asylum for the Blind. This institution fully maintains its reputation for skilful and sympathetic management and for all-round general efficiency. In addition, instruction has been given during the past year to twenty blind children distributed over six of the ordinary schools.

Deaf-mutes.

The Glasgow Institution for the Deaf and Dumb, at Mount Florida, where the great majority of Deaf-mute children under the Glasgow School Board are educated, continues to be managed with singular tact and success, and with ever-increasing popularity.

In Govan there is a special class of twenty Deaf-mute children in Copeland Road Public School, taught by Miss Waugh, a specially trained teacher, and her assistant. The room at present set aside for this purpose is small and cramped, but special rooms for the instruction of such children are being provided in the large addition that is being made to this school. Mr. Andrew reports that the methods employed are extremely interesting, and that the results secured, more especially in view of the conditions, are often very remarkable.

Defective children.

There are now five centres in Glasgow for the instruction of "Defective" children, and it is intended at an early date to open another. Each centre is provided with a staff of teachers; and there is an aggregate of 146 pupils in average attendance. Classes for Cripple children are carried on at two schools. The children in attendance are conveyed to and from the schools in special ambulance waggons, which have been presented by private donors, and arrangements have also been made by which food is provided to the children in the course of the day. The Glasgow Board has done admirably in its well considered provision for this class of pupil. The matter is one of very great importance, and probably power to deal with such exceptional cases may be very largely extended in the near future.

The class for Mentally Defective children, opened by the Govan School Board in Pollokshields Public School in 1901, has now been transferred to Broomloan School in Govan, where the accommodation is roomier and better. The present teacher, before entering upon her duties, paid a visit to London and made herself acquainted with what was being done there for the same class of pupils. There are now ten scholars on the roll. Mr. Andrew speaks very highly of the skill and care with which the work is being carried on.

Under the Govan School Board provision has also been made for the instruction of Physically Defective children, a cripple children's class having been opened in the old Anderson Street

School, Partick, in November 1903. There are now upwards of sixty on the roll, and two certificated teachers are employed. The children are taken to and from the school in an ambulance van, and at mid-day are supplied with a warm and nourishing dinner. A trained nurse is in constant attendance. Drawing and manual occupations, especially basket-weaving, form prominent features in the course of instruction. Mr. Andrew reports that the progress shown is very gratifying. He points out, however, that the playground accommodation is inadequate, and suggests that, as the work is growing, a special building, near if possible to the public park, should be provided, in order that the children may have the opportunity of spending a good deal of time in the open air.

Stammering.

In connection with the special defect of "Stammering," it gives me pleasure to report the very remarkable success which attended the classes held in Glasgow by Professor Léon Berquand for the cure of this distressing affliction. The School Board of Glasgow made arrangements by which a number of the Public School teachers were enabled to study Professor Berquand's system and methods, in order to qualify themselves for continuing his good work.

Classes for the Further Instruction of Teachers—Article 91 (*d*).

Mr. Lobban is the only colleague in charge of a District who has made any report upon Article 91 (*d*) Classes. I give here in full his succinct and encouraging report upon these classes in Ayrshire, in the hope that it may stimulate some other districts to follow this county's excellent example.

Ayrshire Classes under Art. 91 (*d*). Drawing and Nature Study. French.

Mr. Lobban reports:—

"Last winter the County Committee organised Drawing Classes in Ayr, Kilmarnock, and Irvine, a French Class in Ayr, and a Nature Knowledge Class in Kilmarnock. These classes are very valuable, and indeed necessary, in a county like Ayr, where a large proportion of the teachers are untrained.

"The French Class is already making its influence felt in many schools, and I am hopeful that the teaching of the language will become more practical and useful all over the county. Six members of the class were successful in obtaining the Department's recently instituted language certificate. The Committee gave a grant of £10 to each of three selected teachers, to help to defray the expenses of residence and study in France, during the summer vacation. About a dozen Ayrshire teachers, mostly members of the French Class, spent their holidays in France, attending courses of instruction there. For the coming winter there will be two classes, a senior and a junior, and already there are about sixty applications for enrolment.

Physical Training

"The Committee's programme for the ensuing session also includes a Physical Drill Class and three Drawing Classes, one of which is intended for advanced students."

Art 91 (*d*) Classes in Drawing.

On the instruction given in Drawing and in Science in the Article 91 (*d*) Classes of the Division, Mr. Young reports as follows:—

"During the Session 1903-1904, 53 classes in Drawing (including Clay Modelling) were held at 31 centres and attended by over 1,500 teachers.

A third year's course of instruction was undertaken in four of these classes, attended by 95 teachers, while in 19 classes second year's work was done by nearly 500. At the Glasgow School of Art 63 teachers submitted third year's studies for inspection, and no fewer than 28 were considered worthy of the award of the "Public School Teacher's Drawing Diploma" instituted last year. This is a very creditable beginning, mainly due to the satisfactory co-ordination established between the School of Art and the School Boards of Glasgow and Govan.

A most encouraging feature is the number of teachers who have availed themselves of the opportunities offered them for continued study in 2nd and 3rd year's courses. In this lies the hope of further improvement, in both Drawing and Nature Study in Elementary Schools.

In Science. In Experimental and Natural Science 17 classes were held at 10 centres, and attended by about 250 teachers. One class had a third year's course of study, two a second, while 14 classes took first year's work. The Nature Study classes conducted at Millport Marine Station were not this year so well attended as might have been anticipated, in view of the large addition made to the laboratory accommodation at the station and the extension of the other admirable facilities there for the study of Marine Zoology.

Summer course in Practical Physics. Special mention must here be made of a course in Practical Physics held during the summer, at the Glasgow Technical College. The purpose of this vacation class was to provide practice in the use of physical apparatus to Higher Grade School teachers, who, while possessing a knowledge of Mathematical Physics, had not previously gained experience of work in a physical laboratory. 18 teachers—5 from the Northern Division, and 13 from the Western—enrolled for the course, and they worked so steadily and well throughout that certificates of proficiency were granted to all of them.

Points of improvement. Gratifying work has also been done in the other Science Courses. A great improvement has been effected in the style of statement in the Notes of measurements and of observations made by the students. In many instances the drawings of apparatus used, and of dissections made, were exceptionally good. This serves to show that the encouragement of object and nature drawing in Article 91(*d*) and other classes is having a marked effect in promoting facility in the use of both pencil and brush."

Higher Grade Schools.

Annual Grant cases. For the past year there were in the Western Division 44 Higher Grade Schools (or Departments) on the list for Annual Grant under Chapter IX. of the Code. During the session 13 cases were provisionally added to the list, and applications for further additions continue to come in.

Statistics, by Districts. Of the 44 already recognised cases, 8 were in District No. 7 (Glasgow, &c.), 12 in District No. 8 (Lanark), 5 in District No. 9 (Ayr), 6 in District No. 10 (Dumfries and Galloway), 9 in District No. 11 (Govan and Dumbarton), and 4 in District No. 12 (Renfrew and Argyll). Of these cases, 14 had been recently admitted to the Higher Grade status, and had adopted the normal uniform course set forth in the Footnote to Article 138 of the Code of 1903. In the others the Higher Grade work was being carried on according to special courses sanctioned under the former provisions of Chapter IX.

Inspection arrangements. All of these schools were visited by me at least once during the session; many of them, twice; and some, three times or even

oftener, as special circumstances seemed to demand. My first visit to each school was, whenever possible, made in conjunction with the several Inspectors in charge of Districts, and in some cases I had also the benefit of the co-operation of these colleagues at other visits. My colleague Mr. Young, H.M. Inspector for Science and Art work in the Division, frequently accompanied me, in order that the managers, the teachers, and I might have the benefit of his expert advice as regards the curriculum and equipment for the instruction in Practical Science, &c. Other colleagues willingly gave their valuable assistance when that was desired in connection with special branches of the work, notably Mr. McKechnie in the inspection of the instruction in French.

Arrangement as to reports.

But the time of the Inspectors, and especially of myself, was so much occupied this year in conference with managers and teachers upon questions of curriculum, organization, staffing, and equipment that in very many cases it was impossible to carry out so fully as could have been wished the actual inspection and examination of the work done in the several subjects and classes. Moreover, this year was felt by all of us to be a sort of transition year in regard to Higher Grade work, with many difficult problems to face as to the institution, organization, and development of that work, and under new arrangements as to its inspection. In all these circumstances I thought it better, and indeed only fair, that, except in very special cases, the usual annual reports upon the individual schools should be deferred, the grants for the current year—save, again, in exceptional cases—being allowed to the newly recognized schools at the normal rates and to the other schools according to the rates at which their grants had been awarded for the previous year; and my suggestion to this effect met with Your Lordships' approval. It is to be noted, therefore, that the rates of grant paid this year to this latter class of school—those which were on the list of Higher Grade Schools before the recent change of system—are not to be looked upon as any sure ground of expectation as to the rates of grant that will be awarded to them in future.

Present lack of systematic organization.

Meantime one is compelled to report that as regards Higher Grade education throughout the Division as a whole anything approaching to *system* does not exist. Frankly, the present condition of matters is little better than chaotic. The keynote of the remedy for this state of things is *organization*. Thorough reform, will, I fear, be difficult of attainment until we have those wider areas of administration that were provided for in the Education Bill which so unfortunately miscarried last session; but meantime what can be done should be done.

Bases of such organization.

Sound organization of the provision for Higher Grade instruction must be founded upon clear conception as to the function of the Higher Grade School, the definite place which it is to occupy in the organized educational system of the country, the type of scholar for whom it is primarily intended.

and the consequent nature of the curriculum which it should profess. That there is as yet in the minds of those in charge of local educational administration no such clear conception on these points is simple matter of fact. Yet no one, I think, is definitely to blame for this: the present state of matters has just, like Topsy, "grow'd." Without attempting to enter here into the history of this growth—which is succinctly given in the Explanatory Memorandum prefixed to the Selection of Circular Letters, issued by your Lordships in May 1904—I may put the present situation thus:—Most of the Higher Grade Departments have, up till now, been wabbling and falling (if I may be allowed the colloquialism) between two stools—on the one hand, the old "Advanced Departments," with their perniciously persistent tradition of individual passes in "Specific Subjects"; on the other, the differentially organized "Courses" under Chapter IX. of Codes prior to 1903, with their now confessedly harmful tendency towards premature specialization. The result is that these Higher Grade Departments, nearly all of them—to the great detriment of sound beginnings in Higher Grade work, to the complication (with unnecessarily increased expense) of their organization and staffing, and to the serious hampering of steady common progress among their pupils—have their lowest classes flooded with children who have no intention of prosecuting Higher Grade instruction; while at the upper end of their curriculum they are, very many of them, attempting a range and an advancement of work which, save in exceptional cases, do not fall within the scope of a definitely conceived Higher Grade course. Occasion or excuse for the continuance of this lack of clear organization—this confusion and cross-working—does not now exist. The establishment of the scheme of Supplementary Courses, combined with that for Continuation Classes, makes full provision for the suitable further education of those pupils who are to leave school at fourteen, or soon after, to work for their daily bread; and the time has therefore come when the Higher Grade School should firmly assert that its proper and special function is, not to deal with pupils of this type, but to provide, for the children of parents who wish to give to their sons and daughters the advantages of school till sixteen, the foundations of a general and well-balanced liberal education.

Main causes of present defects.

New situation.

Further into this matter I cannot go here. And it is unnecessary that I should do so. What in other circumstances and at an earlier period I might have wished to say about it, has been entirely superseded by the clear, concise, and complete exposition of the meaning and the function of a "Higher Grade School" that is contained in Your Lordships' Explanatory Memorandum, to which I have already alluded. I here simply refer managers and teachers and all who are concerned with the work of Higher Grade Schools to the section on *Intermediate Education* in that Memorandum; in the conviction that careful, earnest, and unprejudiced study of it, by all who are engaged in that work

The *Selection of Circulars of the Scotch Education Department, 1898-1904, with Explanatory Memorandum*

will be of the utmost service towards securing for these schools as soon as possible, their proper position and function in our Scottish educational system. Indeed, for all who have to deal with educational work in Scotland, that Memorandum (with the appended Selection of Circulars) is, in my opinion—if I may be permitted to say so—the most important Departmental publication that has been issued during the whole course of my thirty-six years' official service. I venture to make this statement here for the special reason that I have found, to my surprise and regret, even on recent visits to Higher Grade Schools, that a number of managers and teachers have not seen, or even heard of, this very important collection of official documents.

Main points as to the function and aims of the Higher Grade School.

The main points there laid down by your Lordships as to the function and aims of the Higher Grade School may, I think, be summarized thus:—(1) the Higher Grade School is for pupils who stay on to 16; (2) its essential curriculum should be a course of well-balanced general education, extending over three years, and leading up to the Intermediate Certificate; and (3) all specialization in particular subjects should be postponed until after this Intermediate Certificate stage.

On these points a word or two of observation may be offered.

The staying-on of pupils till the age of 16.

With respect to point (1), the objection is often advanced, "these children will never stay on till they are over 15." Even if one waive the obvious question, whether in that case these children should be at a Higher Grade School at all, the simple reply to this objection is that it is not really founded on experience. The actual facts are that, most unfortunately, the whole tendency of Codes and legislation hitherto, for at least more than a generation, has been to make parents and children look upon "schooling" as a sort of compulsory medicinal course to be got through with as soon as possible, with a feeling of thankfulness at being done with it at last; that, consequently, there has been a sapping of the eager desire once characteristic of many a Scottish parent to keep his child at school as long as circumstances would permit; and that, until now, we have not publicly put before the parent of the class for whom the Higher Grade School is more directly intended, the idea that it is for him both a duty and a privilege to secure for *his* child such a three years' school course beyond the elementary grade as will at least lay the foundation for his child's taking a place in the ranks of liberally educated men. I have strong faith that now, ere long, with the exercise of patience, judgment, and firmness combined, we shall find these parents co-operating heartily with us in appreciation and support of the Higher Grade School. In this connection I would express the hope that many other Boards that have charge of Higher Grade Schools may adopt the excellent plan which, I am informed, is followed by a town Board in the Southern Division. This Board "sends *direct to the parents*, as soon as a pupil passes the Qualifying Examination, a circular explaining the alternatives that are open to him, and with it a form

to be signed, promising *three years' attendance* if the Higher Grade Course is selected. This seems to be working well." In several parts of the Western Division—notably in the industrial towns of Lanarkshire—the "Higher Grade" School (or Department) has been debased, and wellnigh ruined, by making it the "dumping-ground" for *all* pupils who have passed the Qualifying Examination—even those who are known to be simply waiting to leave at 14; a supposedly economical plan for relieving the Boards from the trouble and expense of organizing and providing proper Supplementary Courses.

No intention that Higher Grade Schools should be Schools *of Science.*

With respect to points (2) and (3) it is, in the first place, of importance to controvert the not uncommon misapprehension (or misrepresentation) that it is the intention or wish of the Department now to make all Higher Grade Schools schools *of Science.* Unprejudiced reading of the Footnote to Article 138, and still more of the Explanatory Memorandum, should make it perfectly clear that Science is to have no special advantages over other subjects of instruction; that it will form a part of the normal Higher Grade course only in so far as it is a proper constituent, confessedly much neglected hitherto, of a sound general education; that beyond this it must take its chance with other subjects; and that specialization in Science, as in anything else, should be deferred until after the Intermediate stage.

When specialization should come.

Indeed, specialization in this subject, or in any other subject or group of subjects directly germane of the pupil's intended life-work, is then natural and legitimate, and is to be—and, as Your Lordships have stated, will be—encouraged.

Post-Intermediate stage Housewifery Course for girls.

There is one line of such specialization *beyond the Intermediate stage* which, it is earnestly to be hoped, will in time receive much more definite encouragement than it gets at present. In view of the preponderating proportion of girls in the Higher Grade Schools it seems to some of us that it is of great importance that in such schools (I quote from Mr. Smith's report) "provision should be made for a final year's, or even six months', course, dedicated primarily to Housewifery, and conceived in much the same spirit as our Girls' Supplementary Course under Schedule VI, with, however, such greater depth as the greater age, superior attainments, and better prospects of these girls would warrant."

Subjects that should be deferred till the specialization stage.

It follows, I think—see (3) above—as a natural corollary to what I have just said, that specialized instruction in subjects that are directly of the technical, or business, or applied industrial, or even purely professional kind—such, for example, as Agriculture, Typewriting, Shorthand Book-keeping, Cookery, Needlework (as it is often at present taught in these schools), etc.—all subjects, in short, that do not form part of "a well-balanced curriculum of *general* education"—should likewise be deferred till the Post-Intermediate stage, or, at any rate, if taken up before then, should be optional extras to the normal Higher Grade Course, and not integral or compulsory elements of it.

The Intermediate Certificate as the "goal" of the normal Higher Grade Course.

In connection with the remaining point—that of the Intermediate Certificate as the goal of the three years' normal Higher Grade course—much might be said, were there room for it here, upon the pernicious extent to which the work of the Higher Grade Schools is at present dominated by unhealthy craze and feverish striving for examination successes of various kinds, and especially upon the effects of the far too prevalent practice of premature presentation for Leaving Certificate Examination passes in individual subjects. I shall confine myself here, first, to recalling to the notice of managers and teachers Your Lordships' Circular M. 119 (sent to all Managers and Head Masters of Higher Grade Schools on the 5th of April, 1904), which, as Higher Grade schemes coming in at the present date amply show, has not yet received everywhere the "careful consideration" desired; and, secondly, to expressing the hope that there may soon be such modification of the requirements for the Intermediate Certificate as shall make it a simple group certificate to be gained, in natural course and without hurry or undue strain, by every pupil of reasonable ability who has with steady attendance and with diligence gone through the normal three years' curriculum of any Higher Grade school. Under such conditions this Certificate would not only form the natural goal of the ambition of every good pupil who had to leave school at the Intermediate stage, but would also come to be a publicly recognized and valued attestation that its holder had satisfactorily completed this foundation course of a good liberal education. I venture in this view to suggest especially the abrogation of the present requirement of one *Higher* Grade pass as necessary for this Certificate.

Pupil Teachers and the normal Higher Grade Course.

The fact that a number of the Higher Grade schools in the more populous places are utilized as, practically, Pupil Teacher Institutes, introduces, under present arrangements as to apprenticeship, a regrettable complication with regard to the uniform adoption of the normal three years' Intermediate Course. It is impossible to enter here into discussion of this important and by no means easy question. I content myself with saying here that the main line of its solution seems to me to lie in the direction of the adoption, whenever possible, of the scheme for Pupil Teachers now practically adopted by the School Boards of Glasgow and Govan; namely, to admit to apprenticeship only boys and girls who have successfully passed through the three years' Higher Grade Course, and to treat their two years' apprenticeship—with normally early entrance upon it (i.e., at fifteen) this might well, I think, be made a three years' apprenticeship—as a modified form of the Post-Intermediate specialized course of which I have spoken above.

Within a year or two there should be little difficulty in adopting this as the regular plan for apprenticeship in all the town centres. But consideration of the case of the Country Pupil Teacher at once brings into view another of the difficulties which

The rural Pupil Teacher, and the problem of transference.

must be faced in connection with any efforts to secure systematic organization of Higher Grade work: I mean the all-important problem of providing sufficient opportunities and satisfactory arrangements for the transference, from outlying schools to the Higher Grade centres, of pupils of ability and promise who intend to prosecute a course of genuine higher instruction of whatever kind. The problem is one that affects much wider interests than those of the pupil teacher only—interests of wider range too, be it noted, than those merely of the budding clergyman or lawyer or physician. The difficulties of this problem of transference can, as Your Lordships have said, be overcome "*only by regarding all the schools in a district as part of one system*"; but to get within sight of any practical arrangement for this solution of the problem we undoubtedly need legislation that will give us extended administration areas such as were foreshadowed in last session's Scottish Education Bill.

Extended curricula in certain Higher Grade Schools.

This problem of transference, too, is closely connected with that of the extended curricula which, owing to geographical considerations, must be provided in certain schools. Briefly, I may say that, from my experience in this Division, the latter problem seems to me to present two aspects; the one as it relates to sparsely-peopled rural districts, the other as it relates to the large towns. In those rural districts it must be solved by the provision in certain schools, relatively small though they may be, of a curriculum having a range not only "Higher Grade" but also "Secondary," and even, in some cases, "Technical." On the other hand I feel clear that in some of the large towns the systematization of Higher Grade instruction would be promoted by the turning of certain schools at present ranked as Higher Grade into schools definitely "Secondary" (or "Higher Class"), or even, according to local circumstances, by the provision of new moderate-sized and specially staffed schools devoted distinctly to this highest line of advanced school education.

Work at present done in the Higher Grade Schools.

In view of the special circumstances of this year I have been tempted to deal so fully with the more general questions bearing on the aims and the organization of Higher Grade instruction that I have left myself neither space nor time to enter into details as to the methods and the results of the work that is at present being done in the Higher Grade schools of the Division. But I should neglect what is both a duty and a pleasure, and my report would, amid all its pleading for fresh conceptions and for reforms in various directions, be apt to convey a false impression, if I did not find room in it to bear testimony—as I now do most heartily—that throughout these schools as a whole there is going on in the field of higher instruction much zealous and able work, with results that are in many respects of a most satisfactory kind. The faults that exist are due almost wholly to the defects of the present inchoate system (or *no-system*); certainly not to lack of earnestness or of hard work or, save in exceptional cases, of competence and ability on the part of the

staffs of the Higher Grade schools; and the Managers of these schools, as a rule, give proof of keen and intelligent interest in their success. In all the various subjects taken up the actual results are, on the whole, good; and in not a few cases, even in circumstances none too encouraging, the quality and the extent of the work accomplished are remarkable. Points as to improvements that might be made in aims, methods, curricula, organization, and equipment have been carefully discussed by the inspecting staff in friendly conference with teachers and managers in all the schools; and the suggestions that we have made have not only been everywhere courteously and sympathetically received, but have also in many cases been willingly adopted and practically tested, with already, in not a few instances, very gratifying and encouraging results. On the whole, I am glad to feel ground for the confident hope that my successor in the Western Division will next year have the satisfaction of being able to report that the earnest efforts made in the past session throughout the Division for the improvement of its Higher Grade Schools have, during the session now current, borne tangible fruit.

In conclusion I beg leave to express here my thanks to Mr. Donald Macleod (Sub-Inspector) for the valuable assistance he has given me in the preparation of this Report for the press.

I have the honour to be,

MY LORDS,

Your Lordships' obedient Servant,

A. E. SCOUGAL.

To the Right Honourable

The Lords of the Committee of Council

on Education in Scotland.

GENERAL REPORT *for the Year* 1904 *by* J. BOYD, ESQ., *one of His Majesty's Chief Inspectors on the* SCHOOLS *in the* NORTHERN DIVISION OF SCOTLAND.

MY LORDS,— Aberdeen, 4th January 1905.

I have the honour to submit a report for the year 1904 on the schools in the Northern Division of Scotland.

Several changes in the staff of the Division have recently taken place, the most notable being that due to the retirement of H.M. Inspector, Mr. Macleod, after nearly thirty-two years' service, twenty-seven of which have been spent in the Elgin district. This district, to which the County of Banff has been added, has been placed under the charge of Mr. McKechnie, H.M. Inspector, transferred from Glasgow, who has the assistance of Mr. Morrison, sub-Inspector, previously of the Aberdeen district. Changes in staff and districts.

Mr. Fleming, H.M. Inspector, has been transferred from South Forfar to Lanarkshire, his place being taken by Mr. J. W. Munro. Mr. Black has been removed from Aberdeen to Ayr, and a new Sub-Inspector, Mr. James Moffat has been appointed to the Aberdeen district which is now under the charge of H.M. Inspector, Mr. Philip.

SCHOOL ACCOMMODATION.

In the city of Aberdeen praiseworthy energy continues to be shown in keeping the accommodation abreast of the requirements of an increasing population. In a memorandum with which Mr. Hector, the Clerk of the School Board, has favoured me, it is stated: City of Aberdeen.

"The permanent accommodation at the disposal of the Aberdeen Board at the end of 1904 is represented by 25,769 places in twenty-seven schools. This is exclusive of the Grammar School and the Girls' High School. It represents, since last year at this period, an addition to the elementary school places in Aberdeen of 676, attributable chiefly to the opening of the enlarged school at Woodside at the beginning of the session in August last. The increase in places for the year has about kept pace with the number on the roll, which is now 730 more than a year ago. Next year the new school in Frederick Street will add other 400 places to the Board's supply, while the Central Higher Grade School will contribute a further 600. The new school at St. Clement Street, when ready, will not count for additional places, but the additions now being made at Victoria Road, Torry, will represent, when completed, accommodation for a further 714. The opening of the additions there may be looked for early in 1906. Then a start has been made with the new school at Sunnybank, the opening of which, in the autumn of 1906, will relieve the existing congestion of pupils at Causewayend, as the opening of the Victoria Road extension will relieve similar pressure at Walker Road. The erection of Sunnybank and the enlargement at Torry represent the furthest limit of the Board's actual operations in the matter of providing additional accommodation, but subsequent developments will be found to include such works as the erection of a new

school at Ruthrieston and the enlargement of the present school in Skene Street, operations at both which points will be taken in hand in course. The pupils on the roll of the Board's elementary schools have increased 2,700 since 1900; the available school places have increased in the same period by 2,695."

Accommodation still needed.

It seems to be the case, however, that the number on the roll would be still further increased were the schools in some parts of the city able to receive all the infant scholars presenting themselves for admission. The total deficiency of places is probably not great, the pressure being confined to particular parts of the city; and this suggests a question as to whether the overflow in these might not be dealt with by inducing a number of the older scholars, on whom a somewhat longer walk to school would entail no hardship, to occupy the available space elsewhere.

County of Aberdeen.

In Aberdeen county, additions and changes have not been numerous. A commodious new building, increasing the accommodation of the Gordon Schools at Huntly, was opened by the Secretary in September, and an excellent new school at Shenwell, in the parish of Cairney, was opened in the same month. At Peterhead the promised extensions are being carried out on a worthy scale, and it is hoped that the erection of the new Academy at Fraserburgh, which has been delayed by various circumstances, will soon be proceeded with. A new school is in course of erection by the School Board of Kincardine O'Neil at Tornaveen, and a new building for the central school of New Deer has been resolved on. After much delay and trouble, arrangements are in progress for building at Strathdon. An addition has been made to the school at Strichen, but at Monymusk, where the plans for extension were approved upwards of a year ago, nothing has yet been done.

Banffshire.

In Banffshire a new building at Sandend under the School Board of Fordyce, and one for the Roman Catholic school at Tombae, have to be noted. Considerable additions have been made to the buildings at Aberlour. The Boyndie case, referred to in last year's report, is still unsettled, though there is now some prospect of movement. The continued use of the building at Blairmaud is much to be deprecated.

Orkney.

In Orkney substantial additions have been made to the buildings at St. Margaret's Hope.

Shetland.

Improvements on the building at Sandness in Shetland, and the enlargement of the school in the island of Papa Stour under the same Board (Walls etc.), though urgently required, appear to have been unduly delayed. In the island of Burra, where the principal hamlet is at some distance from the school, the erection of a small school for the younger children was agreed to by the School Board of Lerwick; but the proposal seems to have been dropped for the present.

The state of accommodation in Dundee, to which reference was made last year, has been engaging the careful attention of Mr. Wattie from whose important statement I take the following passages : Dundee.

"Whether Dundee is to be reckoned as the third or as the fourth city in Scotland, in either case the present condition of its public school accommodation cannot be considered to reflect much credit on it. For some ten years no additions have been made, and any improvements that have been carried out are of comparatively minor importance. The argument for extensions and improvements rests on three grounds—(1) the impossibility, arising from want of accommodation, of taking into consideration certain desirable re-adjustments, (2) the unsatisfactory character of some of the existing accommodation, and (3) the positive need for more school places. Grounds for extension.

"Two of these re-adjustments may be specially mentioned, the dissociating of the teaching of half-time pupils from the teaching of full-day pupils, and the concentration of the supplementary course work. Under existing arrangements a certain number of the half-time pupils are accommodated in the ordinary classes of the ordinary schools; and, on the other hand, the schools specially provided for half-time pupils are attended by a certain number of full-day pupils. For neither set of pupils can such a system of combined instruction be considered satisfactory."

The second re-adjustment refers to the arrangement for supplementary courses of instruction which will be dealt with subsequently. Mr. Wattie proceeds:—

"As none of the school buildings in Dundee can be called recent, and as since their erection ideas regarding school architecture and school equipment in general have been steadily growing wider and more liberal, it is only reasonable to conclude that some parts of the accommodation should no longer be regarded as adequate. A common defect in the Dundee schools is the lack or insufficiency of cloak-room and lavatory accommodation, and I have had occasion to animadvert on this deficiency in the following schools—Ann Street, Balfour Street, Dudhope, Victoria Road, and Wallacetown. In some of the schools, *e.g.*, Mitchell Street and Victoria Road, the lighting or ventilation has been the subject of adverse criticism; and in one or two others, *e.g.*, Ann Street and Hill Street, the accommodation is sufficient only with the use of rooms not sanctioned by the Department for use as ordinary class-rooms. Another unsatisfactory feature is the large size of many of the class-rooms, with the consequent necessity of employing two teachers in one room." No buildings of recent erection. Lack of cloakrooms & lavatories

"The positive need for additional school places is not due in Dundee, as in most of the other cities in Scotland, to any increase in the population. For a number of years the total population in Dundee has been practically stationary, with little likelihood of any advance in the near future; and the consequent inelasticity of the income from the rates naturally craves wary walking on the part of the spending authorities. At the same time, while the total population has remained stationary, the school population has considerably increased, partly from increased regularity of attendance, partly from the gradual decay of the half-time system, but mainly from the addition to the length of the average school life made by the extension of the compulsory school age to fourteen. This addition in turn has led to further demands on the accommodation by the restriction of the size of the supplementary course classes to forty, and by the necessity for making provision for practical instruction in the subjects of the supplementary course." Why increased accommodation is needed.

"A further point is also deserving of consideration in this connection. As a general rule no children are admitted to the public schools in Dundee under the age of five, and in some parts of the city applicants for enrolment are not infrequently kept waiting for admission till they reach the age of six or over. Effect of deficiency on attendance.

At one of the schools in the east end of the city, for instance, of 155 pupils admitted during last year for the first time to any school, thirty-two were between five and a half and six at the date of their enrolment, thirty-eight between six and seven, thirteen between seven and eight, and two actually over nine. These figures seem to point not only to insufficient accommodation but also to some defect in the working of the compulsory machinery; but, whatever may be the explanation, the state of matters indicated by them is sufficiently serious to call urgently for remedy.

Where deficiency is most felt.

"The districts where the deficiency of accommodation is admittedly most acutely felt are Lochee and the east end of the city. At the Lochee Ancrum Road school two of the classes were accommodated during last session in a neighbouring hall, and even with this relief the school was still in part overcrowded. In the course of the year plans for an extension were submitted by the Board and it is much to be regretted that they were not of such a kind as to meet with the approval of the Department, so that with the close of the year this question was still under consideration by the committee of the Board. Another committee has been engaged in looking out for a site for a new school in the east end, but so far their efforts have been fruitless. In the west end too the pinch is being felt, though less keenly. From the departmental restrictions regarding size of classes and other reasons the Hawkhill school, while nominally showing a considerable number of vacant places, is practically full; and at the neighbouring Blackness school half the class-rooms were found slightly over crowded at each of the three visits paid to it in the course of the session. It is almost unnecessary to point out that under such conditions a school can be neither organised nor taught to the best advantage."

Dundee voluntary schools.

The activity of the Roman Catholic managers in Dundee is again the subject of favourable remark. A new building for instruction in woodwork, cookery, and laundry-work, has been erected in the playground of St. Mary's School, while St. Joseph's Boys' School has been largely remodelled. Three of the four Episcopal schools are still open to serious objection.

South Forfar.

"In other parts of South Forfar deficiencies exist. More accommodation is wanted in the burgh of Forfar. The Murroes and Carnoustie schools have overflowed into halls temporarily sanctioned, and other schools are overcrowded. "The Abernyte school is intolerably inconvenient and absolutely out of date, and must be replaced by a new school." The addition to the Western School, Broughty-Ferry, has been very satisfactorily completed.

Mr. Macdonald's district.

Mr. Macdonald reports that a much needed new school has been built at Barrock in Caithness, and that important additions have been made in the case of the South Public School, Wick, at Hilton in Easter Ross, and at Lochmaddy in North Uist. He refers with approval to the activity of the School Board of Barra in not only improving the buildings at Castlebay and adding to the accommodation at Northbay, but also in building houses for the principal assistants in these schools and also at Brevig. This is expected to induce their teachers, who often find it difficult to obtain suitable quarters, to remain in their service.

Activity in Barra.

School furniture.

Scarcely less important than the buildings themselves is the suitableness of their furnishings, and in this a steady if not rapid improvement is taking place. In not a few schools, however,

the seating and desk accommodation is still open to serious objection. On this Mr. Lamb truly and forcibly remarks :—

"No improvement in the drill exercises of a few minutes will make up for the mischief caused by sitting in deskless and backless seats too high for the occupants."

Sanitation of schools.

Mr. Robertson reports that the sanitation of schools is attracting a good deal of attention on the part of county authorities, and says :

"It is to be hoped that the investigation will not only consolidate but effectively amend the treatment of this serious aspect of school economy. The question of school water supply especially needs careful and tolerant treatment in rural districts. There is a large amount of popular prejudice to be faced in this particular, and school managers should welcome the intervention of the county authorities, even should their requirements involve a passing increase of expenditure. As years go on, one is more and more convinced of the desirableness of having the local medical officer's advice retained by special fee for the school system, especially in rural districts."

Need of Medical Officer's advice.

Water supply.

Mr. Macdonald, who deals with this question at some length, while giving instances of School Boards that have done well in the matter of water supply, cites two of the many cases in which there is no proper supply :—"In one case the drinking water reaches the cistern by way of the roof, and in the other the reservoir is a small loch, which also serves as a wash-tub for the whole clachan." Of the latter he states that while not prepared to say that the want of a proper supply of drinking water wholly explains the sickly appearance of the children in the district, he has no doubt that the coincidence is more than accidental. The same inspector complains of the dirty condition of the floors, walls, and ceilings of some schools, and justly condemns a practice by which some Boards relieve themselves of responsibility by paying the head teachers a small annual sum for cleaning, and allowing them to carry out the arrangement. In some parts there is said to be considerable difficulty in obtaining persons to clean the school premises.

Cleaning.

School Attendance.

General view hopeful.

All my colleagues deal with the subject of attendance, and they take generally a hopeful view of it. It seems clear, however, that the upward tendency of which they speak can only as a rule be maintained by unremitting vigilance on the part of the School Boards, as, where this is relaxed, a decrease in regularity is almost certain to follow. Mr. Robertson refers to an important practical point when he says :—

Need of statistical basis for compulsory action.

"I continue to press on the attention of managers the need of an accurate statistical basis for their compulsory action. In particular, they are urged to come to some arrangement with the local registrar for the supply of accurate data as to the normally resident children of school age. At present a large number of children between five and seven years of age escape the coercive action of the School Board owing to doubt or ignorance as to their ages. In the burgh of Inverness a special report was presented on this point to the Board, and has had, it is believed, a good effect in stimulating and regularising the work of the compulsory officers."

Representative statistics

Statistics from several representative districts are interesting. In South Forfar 19 schools attained a percentage of attendance of 90 or over, as against 14 for the previous year. The number which fell below 80 per cent. has diminished from 15 to 7. The improvement is pretty evenly distributed over the city and the rural schools. The highest record stands to the credit of the Lower School of Harris Academy, Dundee, where the percentage is 96·6. In the Burgh of Forfar the average percentage of the six schools is 92·1. The rural county of Kincardine stands high, a percentage of 94·9 being reached at Muchalls, while only one school falls below 80. In Mr. Macdonald's district, in spite of the fact that an epidemic of whooping cough affected a considerable part of the county of Caithness, 22 schools reached a percentage of over 90, 128 between 80 and 90, while in 25 cases the figures were between 70 and 80, and in only 2 under 70. For the city of Aberdeen the percentage of the public schools was 89·3.

Such statistics not always reliable

I think it right to say, however, that in order to make such statistics quite reliable, strict attention must be paid to the rule that, except in the case of lengthened illness, the names of scholars of school age should not be removed from the roll, unless they have left the district or are known to be attending other schools. Cases have been brought to my notice where the percentage of attendance was artificially raised by taking advantage of short absences of scholars, to remove their names from the roll and re-enter them on their return. Another important condition of accuracy is the extent to which all the qualified children have actually been enrolled.

Action of School Boards, Dundee.

The influence of an energetic School Board in securing good attendance, receives ample testimony. The improvement in Dundee is, in Mr. Wattie's opinion, to be attributed mainly to greater strictness on the part of the compulsory authority, the staff of officers having been increased and a new set of regulations drawn up for their guidance. The excellent attendance in the burgh of Wick is due to a similar cause. Many rural School Boards seem also to be recognising their responsibility in the matter more fully than formerly, but others cannot be acquitted of apathy, or at least of laxity. Mr. Macdonald gives illustrative instances. At Farr, in Sutherlandshire, the strenuous policy of the present Board has done much to retrieve the good name of the parish, while in the case of Clyne, though there is indication of improvement, greater activity is necessary to secure a satisfactory result, and at Bonar Bridge the attendance is steadily declining owing to the lack of vigorous action in enforcing it.

Sutherlandshire.

Shetland.

Attendance is very well looked after at Lerwick, and is fairly good in some other parts of Shetland; but several School Boards seem to pay little attention to it. The climatic conditions and, in some parts, want of proper roads, present undoubted difficulty; but even with full allowance for these, it is clear that greater regularity is quite attainable. Entering school at a late age, and fitful attendance afterwards, have become habits, difficult to eradicate, no doubt, but capable of being largely modified by wise and

persevering treatment from the School Boards. In some cases where Boards show a measure of energy, they are deterred from prosecuting in the worst cases of default by the expense and by the uncertainty of obtaining a conviction. On this matter it is impossible not to agree with Mr. Robertson when he says :— Need for simpler and cheaper procedure in prosecutions.

"One is inclined to long for a revised enactment on the whole question of school attendance, which might as a prominent advantage simplify and cheapen the ordinary legal procedure of enforcement."

In Orkney, where the difficulties are on the whole not so serious as in Shetland, attendance is generally better, though there is room for improvement in several localities. Orkney.

Reference was made in a previous Report to the practice of leaving school a few months before the legal limit of fourteen years has been reached, the hope being that, before these cases could be dealt with by the authorities, the age of the scholars would warrant their withdrawal. Though now less common, it still prevails to some extent. In Dundee, where instances were frequently being brought under the notice of the School Board, three parents were prosecuted, and the result has been to diminish the evil. Leaving school before legal limit is reached.

On the subject of encouragement of school attendance as distinct from compulsion, there is not much information. Mr. Muir, who takes up the matter, remarks with surprise on the frequency with which the question on this point in Form 8M. is answered by an account of the work of the compulsory officer. He refers to schools in which prizes are given for a perfect or nearly perfect attendance during the year, but he considers that the encouragement thus given is not general enough, as too many must regard these prizes as hopelessly out of their reach. He approves more the plan sometimes adopted of giving floral or pictorial cards for shorter periods, such as the week, month, or quarter, the cards bearing on one side a certificate of the attendance, and on the other a picture or motto. Every child can most likely obtain some of the cards, and a healthy rivalry is stimulated. He mentions the case of one school where it is proposed to grant a half-holiday once a month, if the average attendance during the completed four weeks reaches 93 per cent. of the number on the roll—a method which, whatever may be said about it, interests each child in the regularity of the others. Mr. Muir truly adds :— Encouragement of attendance.

"After all, the personality of the teacher has a great deal to do with the regularity of the attendance, and there is a good deal in the saying that a volunteer is worth two pressed men." Influence of teachers

An illustration of this is sometimes afforded by the difference between two similarly circumstanced schools in the same locality, the teacher who can deal tactfully with the parents and make the school attractive to the children, having a distinctly better attendance than the one who is less successful in these respects. Mr. Rankine mentions a case where a change of teacher made a difference for the better of 15 per cent. in the attendance for the year, and Mr. Macdonald instances Fanagmore school, in the parish of Eddrachillis, in Sutherlandshire, where, in spite of the absence of proper roads

from the children's homes, the annual average is 91·6 per cent. of the number enrolled, this result being largely due to the teacher's care for their health and comfort. I referred to a similar case in Shetland last year; and others might be specified.

Exemptions. Regarding exemptions for attendance under the Act of 1901, the great majority of School Boards fulfil their duties with very commendable care. There are, of course, cases in which these are granted too easily, and there are, it is to be feared, a few parishes in which they are never applied for, the parents taking the matter without question into their own hands. It should be stated, however, that the absence of applications is sometimes due to the intelligent acquiescence of the parents in the extended period of attendance.

City of Aberdeen. The following statement for the city of Aberdeen has been kindly supplied by the Clerk of the School Board :—

	1904.	1903.
Exemptions applied for - - -	591	750
Refused - - - - - -	240	306
Granted - - - - - -	346	432
Granted for short periods - - -	5	3
Deferred - - - - - -	—	9
	591	750
The children exempted included—		
Pupils with Merit Certificates -	10	204
Pupils who have been a year in Supplementary Classes who would probably have had Merit Certificates at 14 - - -	124	—

It will be seen that the average attainments of those exempted is high, while none are let off whose qualifications are below those of the old Sixth Standard. The circumstances of each case of exemption are carefully considered, and only when refusal would entail extreme hardship are applications entertained. The condition of Evening Class Attendance up to 14, and beyond, when the Board can enforce it, attaches to all exemptions granted.

City of Dundee. In Dundee, where child labour is readily obtainable, the number of applications for exemption is very great, and appears to be increasing. The following figures are from Mr. Wattie's report :—

	1903–04	1902–03
Number of applications - - - - - -	2571	2064
Granted without conditions - - - - -	6	45
Granted on condition of attendance at Continuation Classes - - - - - - - -	736	618
Granted half-time exemption - - - -	876	869
Refused - - - - - - - - -	953	532

Mr. Wattie has had occasion to animadvert on the poor attainments of a number of the children to whom half-time exemption was granted, and he has learned with satisfaction that the Board is now giving more weight than formerly to this aspect of the matter. Half-time exemption.

Before leaving the subject of attendance, I quote the following passage from Mr. Macdonald's Report regarding the problem of tinker children, with which he is brought face to face in his northern district :—

"From information kindly supplied by the Chief Constable of Caithness, I find that there were on 29th April last 133 tinkers—chiefly Macfees—in the county, and of these twenty-six were children between five and fourteen years of age. The caves on the north side of Wick Bay are a favourite resort of these nomads. Whether there is some unwritten law determining when one group shall vacate these caves in favour of another, I have been unable to discover; but it appears to be recognised that in them the maximum of comfort is realised. The children seem to be trained to regard their fellow creatures as natural enemies; they grow up as outcasts without ambition to rise above the squalor of their surroundings, and live useless lives, as their fathers have done before them. Tinker children.

"It is impossible with the present machinery of compulsion to bring them within the range of the Education Acts. Nor can the present educational authorities be reasonably expected to trouble themselves and burden the local rates with the education of a class that contributes nothing to the parish but work for the police. More is to be hoped for from a county authority; but the solution of the problem by local voluntary effort is, I fear, far off. The question is really an imperial one. For, even if an educational net of smaller mesh be provided, the difficulty is only half solved. In the interests of the tinker children the public elementary schools should, if possible, be made the places of instruction; but the interests of the other children have also to be considered." Present machinery unable to deal with them.

Organisation and Staffing.

It seems unnecessary to repeat the observations made in my previous reports on the organisation of the large schools, though what was said is not yet out of date. In not a few of these schools a fully graded classification has still to be worked out, even when the advantages of it are so far admitted. Things are, however, working slowly round, and it is hoped that soon the method of having two or three classes at precisely the same stage of advancement, with a wide gap between them and the set of classes respectively above and below, will be a thing of the past. Previous reports applicable.

As regards Dundee, Mr. Wattie points out that a system of graded classification is helped by the fact that beginners enter for the most part either in early spring or in autumn after the vacation, the size of most of the schools suiting this arrangement. As these classes are thus launched on their school career at intervals roughly of six months, it is natural to expect that they should maintain, generally speaking, throughout the school course a similar relative position in respect of educational advancement. The same inspector further expresses the opinion, which I fully share, that if this system of classification were carried to its logical outcome in the senior division, it would seem to point to the admission of pupils to the supplementary classes twice a year instead of once, as is the rule at present. Dundee and graded classification

Suggested admission to supplementary classes twice a year.

In many of the schools in the smaller towns and country districts, freedom in classification and in the treatment of the various subjects of instruction, has been taken advantage of in a gratifying degree; but those which adhere to the old standard limitations, are still numerous. In schemes of work sent in recently for approval, the statement that this and that subject were to be taken "according to the code of 1898," or "according to former codes," was not so rare as might have been expected. Such an arrangement, no doubt, implies a definite measure of progress, but it is found also seriously to retard advancement. For example, a class passes out of an infant department, taught by an intelligent and resourceful mistress, into the hands of a young ex-pupil teacher, who drills it and drills it again in mechanical fashion in the bare requirements of the old First Standard, with the result that by the year's end the children are less alert, and even in important respects less advanced, than at its beginning. Complaint is sometimes made, and probably with justice in certain cases, that children are detained too long in the infant department; but it is certain that much valuable time is frequently lost in the stages immediately above it.

Prevalence of old classification

Evil results.

The question of how to deal with "over-age" children in the infant and junior divisions is one of considerable difficulty. Their presence—due to natural dulness, weak health, or interrupted school attendance—is inevitable. Some teachers place them in the classes which their measure of attainment suggests, while others form from them a sort of preparatory class of the next division. Something will depend on their number and on the special circumstances, but the attempt frequently made to bring them up to a given standard is to be avoided, and I have a decided opinion that to retain big boys and girls from year to year in the infant department is unfair both to them and to the little children among whom they are placed. Some of them will probably not learn a great deal in any class, but they will derive most benefit from being taught with scholars nearer their own age.

"Over age" children

In the large towns and more populous localities generally, the schools are as a rule well staffed. Regarding Dundee, which has in some respects called for unfavourable remark, it is pleasing to be able to say on Mr. Wattie's authority that, in regard to both number and quality, the staff of teachers in the public schools is highly satisfactory, the liberal views of the School Board in this important matter deserving cordial recognition. In ordinary rural districts the staff is generally adequate, though the difficulty of obtaining a sufficient supply is not seldom complained of. The frequent changes of assistants of late have been noteworthy, it being not an uncommon experience to have two in the course of the year. These have generally been due to the demand for teachers qualified under Article 79, increased salaries or more advantageous conditions of employment attracting them to other spheres. In certain of the parishes in the islands and in the remoter parts of the mainland, much difficulty continues to be felt in keeping some of the smaller

Staffing of schools.

Changes of assistants.

Difficulties of remote localities.

schools open, and, as things at present stand, it is not easy to see how this difficulty is to be effectively met.

Staffing of Voluntary Schools.

The want of an adequate supply of qualified teachers is felt also by the managers of the Roman Catholic schools, and this, along with limited financial resources, has led to the employment of a large number of untrained assistants. Thus in Dundee, where voluntary schools are somewhat numerous, only 38 per cent. of the teachers are certificated, giving one certificated teacher for every 90 children. The great preponderance of women is even more decided than in the public schools, one reason perhaps being that there is no institution in Scotland for the training of men.

Elementary Education.

General improvement.

There is a general agreement among the inspectors of the division that a gradual, if necessarily slow, improvement is taking place in the elementary subjects. For this much credit is due to the earnest and faithful work of the great body of teachers, many of whom doubtless find greater scope under the more elastic conditions of the present system. And more, I think, may fairly be looked for in this direction; for, while satisfactory results are never obtained under any system without zealous and persevering effort, the power the teacher now possesses of arranging the work of each subject in the way in which he believes he can most successfully accomplish it, ought to have a stimulating effect. A few sentences on some of these subjects will suffice.

Reading.

Reading, which in its earlier stages is taught by various methods, must always be difficult for the young scholar; and the special attention which he must give to each word helps, at least, to account for the monotonous way in which he gets through the exercise, so different from that in which he speaks to his companion. It is encouragingly common, however, to hear from both younger and older scholars reading which is deliberate, natural, and fluent. In some schools rapidity is the chief feature, and in others a great point would be gained if it could be fully realised that getting up a reading book is not necessarily the same thing as learning to read.

Insufficient understanding of what is read.

Mr. Muir finds that the power of understanding what is read or of expressing the meaning in simple language, does not keep pace with the power of reading. He would like to see the older scholars using in addition to, or sometimes instead of, the ordinary reading books such works as "Robinson Crusoe," "Treasure Island," or "Ivanhoe," which, while interesting and entertaining them, would cultivate their intelligence, and would without vocabulary or dictionary make them acquainted with the meaning of many new words. At the same time, in connection with the usual reading book, he thinks it—

> "Not unreasonable to expect that any word beyond the ordinary colloquial range of the children shall have been explained to them in such a way that at least a bare majority of the class shall be able to give some account of it—

that, moreover, any colloquial word used in a peculiar way shall have been duly dealt with. Far too often, however, the answering is attempted by few or none."

And with regard to the general meaning of the reading lesson he adds :—

"If the lesson, historical or literary, deals with France, Germany, or India, I expect sometimes vainly, that the children shall have some idea of the position of the places mentioned, even though the class may not be professedly working at 'Europe' or 'Asia' during the snippets of time devoted to geography proper."

Composition. Mr. Muir's experience.

No subject shows more encouraging signs than composition. It is now usually begun at an earlier stage than formerly, and is more closely related to the other parts of instruction, greater care being taken to prescribe subjects which appeal to the knowledge and experience of the scholars. Mr. Muir has had some "delightful exercises" written on slates by young scholars, and as instance of the use which can be made of contemporary events, he refers to some excellent papers on the recent Russian attack on fishing boats. The boys described themselves as having been present, and threw themselves into the affair with great spirit.

Mr. Robertson.

Mr. Robertson's experience in the matter is noteworthy, and confirms the truth, oftener expressed than realised, that each part of the instruction in English re-acts upon every other :—

"From the lowest classes upwards it is now almost the universal habit to train scholars to express themselves in the oral examination more fully and with some sense of initiative, and the consequent gain to written composition is very obvious. Concurrently there is a growing appreciation of the value of a more varied and extended course of reading in the upper classes."

Improvement in oral composition needed.

As regards oral composition, there is a good deal still to be done. In many schools it is difficult to get scholars to attempt it. If much is to be made of it, a beginning must be effected in the junior classes and not deferred to the age when boys and girls have become more self-conscious and shy.

Grammar.

The extent to which grammar is taught varies considerably in different parts of the division. In some it is looked upon as almost, if not altogether, unnecessary, while in others it occupies a prominent place in the curriculum. The teaching is becoming simpler, and, as regards analysis of sentences, the minute detail and cumbrous, often misleading, terminology of some text-books are being modified or disregarded. Not a few, of whom I am one, regard grammar, rationally taught, not only as a useful educational instrument, but also as a valuable aid to composition. Mr. Black, who has given the subject much attention, extends its scope, remarking that if the child could intelligently recognise, say, an adverb, whether in the form of a word, a phrase, or a clause, "we should unquestionably have better phrased reading."

Writing.

Good penmanship is said by some to be becoming a lost art, though, as regards the schools, the truth of the saying is not quite

apparent. Writing on the ordinary copy-books and in exercise-books is usually careful, though sometimes not round enough; but many scholars, from the manner in which they hold their pens, and from their posture at the desks, can never be expected to gain a free and rapid style. One sees also school exercises done in a slovenly style, and I have no hesitation in saying that a teacher who permits careless work in this or in any other subject incurs a grave responsibility. The children are not only learning certain subjects, but they are also forming their characters. A careless habit formed at school will not be easily shaken off in after life. Danger of carelessness.

Increasing attention is given by the best teachers to the correlation of Geography and History. In the former subject the chief defect lies in the failure to connect the various facts and to deal with them in their mutual relations. The teaching of history is in many cases only moderately successful, being wanting in perspective and proportion. The use of pictures helps to increase interest, and not a few teachers succeed by these and other means in giving vitality to their lessons. Mr. Muir thinks that "some children are too much afflicted with Cassivelaunus and Company," and know too little of what is closely related to modern life. The concentric method of taking up the subject is gaining ground. Geography and History.

The subject which has perhaps received most attention from the inspectors recently is Arithmetic, the result of a memorandum from the Department on the subject. I may give as far as can be done in short compass the views of two of the inspectors on teaching the earlier stages of the subject. Mr. Macleod, who has given life-long attention to mathematical studies, has favoured me with a paper in which he discusses the general question of method, but I regret that it is too long and perhaps rather technical for insertion here. The following brief summary will give some idea of his main points: Arithmetic. Mr. Macleod's views.

Two objects should be kept in view in the teaching of arithmetic—(1) To obtain facility in accurate calculation, and (2) to see that the children understand every operation. From personal experience he is convinced that it is possible, and will pay in the long run, to keep from the very commencement the second aim prominently in view. The concrete and natural method of counting by units should be employed in the first instance, but when this has been done the pupils' knowledge should be systematised by the memorising of tables, etc. Objects to be aimed at.

In discussing the fundamental operations of addition, subtraction, and multiplication, he lays stress on the importance of explaining and using signs of addition, equality, etc., from the beginning, and defines number as a collection of units *of the same kind.* Instead of speaking of "units," "tens," "hundreds," etc., he prefers to use the expressions "units of the first order," "units of the second order," etc. At this stage of the pupil's progress it is of the highest importance that every step be understood, and for this purpose concrete illustrations should be used. Multiplication Use of signs.

Concrete illustrations. should be shown to be a short method of adding, and examples from the multiplication table may be taken to prove this.

Results of method. Methods such as these will occupy more time and will require more care in teaching; but the pupil so taught will have mastered the whole theory of arithmetic.

Mr. Macleod is inclined to think that the terms "interest," "brokerage," etc., should simply be defined, and problems involving these names should then be worked from first principles; but so many successful teachers hold that this is beyond the capacity of the average pupil, he is not prepared to dogmatise on the subject.

Mr. Philip. Mr. Philip takes a somewhat different though not greatly divergent view:—

"Arithmetic has been specially looked into during the session. The following points occur to me as a result.

"It is extremely difficult to trace the growth of number in the Infant Division. In most cases the concrete object is used to give the notion of individual numbers and the simple analysis of numbers; but there is no doubt that the teachers as a whole lay most stress on the memorising of the tables. Constant

Memorising of tables. practice is given, and the results speak for themselves. Counting by the fingers or by units is a thing I have not come across. However perfect your system of concrete representation may be, there is still the final step to be reckoned with, viz., the automatic machinery that produces the result without the intermediate concrete mental picture. It is on this last step that all stress is laid. Even

Relation of memory work to thinking. admitting that the actual mental training in connection with this method amounts to little more than memory work, there is an ample field opened up to the young pupil when he has attained a thorough hold of the mechanical results. The same remarks apply to the multiplication table. No doubt a little thinking simplifies the actual memory work, but after all it is *mainly* memory work. The concrete applications give plenty of scope for simple thinking.

The tables as tools. "I am inclined to look at the matter in this way.—The addition and multiplication tables are tools. The method by which you equip your pupils with these tools matters little. If you adopt the methods mostly practised in the schools I have visited, you arrive at mechanical proficiency in a wonderfully short time. The opportunity for concrete thinking is then provided. If you adopt the inductive, thinking method, your results are longer delayed—perhaps not a bad thing—but you do not seem to me to gain anything in the end. This may be heterodoxy, but I feel a certain hesitation in calling in question methods which attain a result without detriment to the thinking faculty, and which you can use as a basis for any amount of simple, inductive, practical, concrete thinking."

Value of Department's suggestions recognised. Most teachers welcome the Department's suggestions, though in country schools taught by a single teacher, where a good deal of silent work must be necessarily done by the scholars, it is not very easy to carry them out. It is not always in these schools, however, that arithmetic is least efficiently taught. Mr. Muir remarks that even in large town schools there is sometimes a sad want of intelligent

Mr. Muir and pedantic methods. grip of arithmetical principles. He is inclined to think that town children accustomed to go on shopping errands develop a rude natural arithmetic for themselves which is checked by pedantic

methods, so that, even in the senior division, they are often unable to do a simple sum without elaborate figuring. Mr. Robertson takes a brighter view when he says :—

Mr. Robertson's hopefulness.

"Rising improvement can be reported, and one notices on all hands that the subject has become a less irksome one in the school routine. It is certainly taught more concretely in the junior classes than hitherto, and the simpler principles are more prominently exemplified throughout the various classes."

It may be mentioned that the use of slates has been discontinued in many schools, scroll books with lead pencils taking their place.

Nature Study.

There is not much to say regarding Nature Study, except that a very considerable change for the better is taking place. The old-fashioned object lesson in its more rigid form is said to be passing away, and the observation and personal interest of the pupils are being more directly appealed to. Mr. Macleod, however, is not sure that the lessons as they are given, though not educationally valueless, do much to train powers of observation or to create a taste for the study of nature. The caution seems sometimes to be needed that, in seeking to cultivate habits of observation, unless the observation is to be barren of real result, it must be so directed as to widen the interest and increase the knowledge of the children. Mr Macleod adds the following point :—

Caution as to "observation."

"First observations often being found faulty, the important moral lesson of caution would gradually be learned, and dogmatism in statement would be received with disfavour."

Flower culture at St. Cyrus.

In last year's Report I referred to the introduction of flower culture among the school children of Dundee. Mr. Rankine calls my attention to similar work in connection with a school in Kincardineshire :—

"In order to promote nature study and to foster a love of flowers among the children, the chairman of the St. Cyrus Board, Captain Forsyth Grant, presents annually for distribution among the scholars attending St. Cyrus Public School a case of spring bulbs. The case sent this year contained 3,250 bulbs of hyacinths, daffodils, crocuses, tulips, and other spring flowers.

"The bulbs are sold to the children at a nominal price, and the money raised by the sales is used for providing the prizes which are awarded to the successful growers at a school exhibition which is held in spring. The competition is keen, and last year there were nearly 300 exhibits."

Supplementary Courses of Instruction.

Great increase of classes.

There was a great increase during last session in the number of classes taking Supplementary Courses of Instruction, though some were only getting into working order. In many schools, advantage was taken of the permission to continue for a year on the lines of the "Advanced Departments." There was naturally a good deal of consideration of schemes of work, and delay in obtaining the necessary books, so that, before these initial matters were got over the session was well advanced. Such classes now form part of the regular organisation of the great majority of schools.

Standard of fitness for enrolment.

The presentations of pupils for enrolment in Supplementary Courses have shown considerable difference of view as to the standard of fitness, and care has had to be taken to see that the teacher's estimate was a reasonable one. While it would be inexpedient to draw any hard and fast line, it is clear that it is not in the interest either of the pupils, or of the school generally, to pass on those whose attainments make it plain that they would be taught more profitably in a lower class. The proportion of scholars presented has also varied considerably. In the country schools this is of course natural, the classes varying so much in size; but even in the city of Aberdeen the proportion varied from four to eleven per cent. of the total enrolment. The amount of variation, in town schools at least, will doubtless decrease with a fuller understanding of what is really required. It is much to be regretted that so many members of these classes reach the age of exemption before they have had the advantage of a year's work. Indeed, this age is reached in many cases before the work can be entered upon. Mr. Wattie, who calls special attention to this in connection with Dundee and neighbourhood, calculates that the number finishing a full year's work is only 27 per cent. of the number which on a reasonable estimate might be regarded as the ideal one. This may in part be accounted for by ill health or other irremediable causes, but the chief blame must be attributed to the failure to enter school at an early enough age, and to attend regularly after doing so.

Varied proportion of scholars presented.

Short time of many scholars.

Object of supplementary courses.

The opposition to these courses, never very intelligible, has now almost disappeared, and their object is pretty generally appreciated. This is tersely and truly stated by Mr. Robertson as "the development of the initiative of the pupil in the way of independent work and study"; and it is undoubted that it is where this principle is most fully apprehended that the greatest success has been obtained. The mistake has been made of giving too much of the direct class teaching that prevails in the earlier part of the school course, and leaving too little to the pupil's own resources.

Nature of schemes.

In some districts there has naturally been a good deal of uniformity in the schemes of work followed; but it appears that these have, as a rule, been fairly well adapted to the circumstances of the respective localities. In some rural districts there was a tendency to take up the commercial course, probably from the idea that it was more easily carried out than either the rural or the industrial course, but in such cases friendly conferences with the teachers have never failed to secure a proper adjustment. In districts where the industrial course in its main features was followed, woodwork could be taken in very few of the schools, and in sea-board localities its place was usually filled by the useful subject of navigation or by the nature-study section of the rural course.

Value of obligatory subjects.

It is to the obligatory part of these courses, and especially to the work in English that the highest value must be attached, and in view of the necessary amount of attention demanded by this, it has

not been uncommon to find too many other subjects attempted. My colleagues are unanimous in regarding the wider range and greater freedom of study in English as of the highest value and promise, and they are in general agreement as to the beneficial effects which are already becoming apparent. Mr. Robertson, for instance, speaks of this with much decision and confidence, and it is exceedingly gratifying to learn from him that even in remote Gaelic-speaking crofter districts, the reading of standard English books of a simple kind by the older pupils is becoming common. In all cases more books are being read either in the class or at home. In the former case, while there is no doubt a more thorough treatment of the books gone through, there is the drawback that the same interest is not aroused, or the same feeling of individual effort and responsibility developed as when the teacher's oversight is confined to directing the choice of books, and interesting himself in the pupil's progress with the works selected. Mr. Wattie points out the difficulty of inducing children belonging to the lower social classes to do some home reading :— Home reading.

"Where home-lessons," he says, "have to be prepared, if at all, on a door-step, the reading habit can scarely be expected to be a plant of vigorous growth."

There is some danger that the home reading may be made too much of a mere task by over-regulation and over-examination on the books read. One is inclined to agree with Mr. Muir when he says that :— Should not be made a task.

"Valuable hints and explanations may be given, but a boy may shrink from reading a book that takes his fancy—a book that might do him good—if he thinks he is likely to be examined upon it. Perhaps not the least valuable part of a boy's reading is done when he is sitting on the ground propped up by a hay-rick or a barn wall."

It is quite possible, on the other hand, to have too lax supervision on the part of the teachers, and Mr. Macdonald has had in more than one instance to complain of "an unwise choice of books, a tendency to take what is easiest instead of what is best, to pander to a depraved taste in encouraging the reading of what is not worthy of the name of literature, nor is ever likely to develop a taste for good literature." Abridgments of standard works, sometimes found in use, are, as a rule, not to be commended. Mr. Macleod, while admitting the value of considerable variety of reading, considers that the time available is too limited to do much in the way of explaining allusions, illustrating beauties, and elucidating obsolete phraseology, and writes as follows :— Necessity for good literature. Mr. Macleod's opinion.

"There is a better method which, if less general in use, is certain to be productive of better results. . . . A standard author like Southey is taken. His general treatment of the subject is expounded, the construction and proportion of his paragraphs, the precision of his words, and the lucidity of his sentences are made clear to the class by explanation and fitting illustrations. After a time the pupils are made to discover elegances themselves, and this process of cultivation will gradually make them feel what literature is. The teacher then suggests some other author for home reading, and on stated

days he has an oral examination on the portion of this writer professed to have been read. All this, at the same time that it strengthens the intellectual faculties generally, may be viewed as a special training in composition. It may not make the pupils compose readily, but will train them to write what will be worth reading, and give a fair proportion of them a taste for healthy literature, which is likely to adhere to them through life."

There is no doubt much force in Mr. Macleod's view, though it seems to leave too little to the initiative of the pupils.

Poetry committed to memory.

The passages of poetry learned by heart have generally been well chosen, and freedom of choice by the scholars within judicious limits has been found advantageous. In a case recently met with, suitable passages from many sources were submitted and learned by the pupils, and the class had the benefit of the variety, while the interest awakened was of decided value.

School Libraries.

It need scarcely be said that these English studies have given a great impulse to the formation of school libraries, which are now a necessity. The school Boards have for the most part shown a laudable readiness to supply them where they did not already exist. Sometimes the books have been procured by the proceeds of school concerts, and sometimes a village library kept in the school has been placed at the disposal of the scholars. Only in comparatively few places, is some provision of a more or less satisfactory kind now wanting.

Advantage to teacher.

One indirect but undoubted result of the new departure in reading is that not a few teachers have been constrained to extend their own reading, in order to keep that of their scholars well in hand. "I have never had a year of school work which I enjoyed more: the children have taught me so much," was the remark of an experienced mistress, and while she referred specially to the study of the plants of the district, the spirit of friendly co-operation between teacher and scholar which the words implied, promises to be a pleasing by-product of Supplementary Course studies.

Reference books.

Regarding reference books for the use of the classes, there was at first some misconception. Works of an extensive character were obtained, which, though very suitable for reference by the teacher, were not of a convenient kind for the pupils, whose purpose is best served by a good supply of smaller and handier compilations. Sometimes, too, the pupils had not the ready

Their proper use.

and frequent access to these books required to accustom them to their profitable use, and, occasionally, from the appearance of the volumes, one doubted whether they were being used at all to any effective purpose. In this matter, however, as in others, increasing knowledge and experience will in most cases secure the desired object.

Additional subjects—5th Schedule

The subjects under the second part of the Fifth Schedule—Laws of Health, Conditions of Trade and Employment, etc.—have generally been dealt with by means of text-books, of which there are

several suitable ones to be had. Mr. Philip believes that a scheme including the whole of this part of the schedule, with possibly some little exception, resting entirely on the daily newspaper, could be worked out, and would, in his opinion, be the most real and interesting interpretation of the Code.

6th Schedule

It may be well to defer for the present any special remarks on the subjects of the Sixth Schedule, as the work in many of these has barely taken shape. Arithmetic is usually treated on sensible lines, and geometry in its practical forms is making headway. Mr. Macdonald states that many teachers in his district found the requirements in the latter subject a source of difficulty. He accordingly held conferences with them in different places, and confidently expects that much improvement will result. In providing for the special instruction of girls, a good deal of difficulty has been experienced, especially in country districts, and it seems worthy of consideration whether, for the present at least, a modified scheme of cookery, with a moderate equipment, and with the services of teachers who, though not certificated, could produce satisfactory testimony of their fitness, might not be allowed. Practical housekeeping presents even more difficulty. Sometimes the teacher's house is taken advantage of, but this is apt to interfere with the ordinary domestic arrangements. It has been suggested that in the large town schools one of the teacher's rooms might be used, but this would meet the case only to a limited extent. In Dundee, at two centres, rooms in connection with the public baths have been hired by the School Board and specially equipped for the teaching of cookery, laundry work, and house-keeping, and the arrangement works on the whole satisfactorily. In the larger communities the courses for girls will not be placed on a perfectly sound footing till special centres for the whole of the instruction can be established. Owing to difficulties of accommodation the attainment of this cannot be immediately realised; but it is well that the subject should engage the careful attention of school authorities. I referred last year to the very few instances, where, in towns, the work of the Supplementary Classes had been concentrated, and I am not aware of any important addition to them. This is one of the points which, Mr. Wattie desires should be kept in view in the necessary extension of school accommodation in Dundee.

Geometry.

Courses for girls.

Suggestion as to cooking in rural districts.

Practical housekeeping.

Dundee.

What is still needed.

As I have already mentioned, a number of schools retained for the year the curriculum previously sanctioned for their advanced departments. This was the course followed by a number of the schools in connection with the Dick Bequest, though not a few of these adopted the new arrangement without any detriment to their work in secondary subjects. This work seems indeed certain to be benefited rather than otherwise by its restriction to properly selected pupils who intend to remain some time at school, and who have in view at least the Intermediate Certificate of the Leaving Certificate Examination. This advantage is being experienced in districts

Dick Bequest Schools.

Advantage of new arrangement.

beyond the operation of the Dick Bequest. Mr. Macdonald has had most encouraging expressions of opinion from some of the best teachers.

"One," he says, "who has long seen the futility of teaching snippets of French and Latin to all and sundry, finds that the work is now more pleasant and profitable to both the teacher and the pupil."

In this connection Mr. Robertson has the following observations which are worthy of attention:

Secondary Subjects in rural schools

"An important feature of a large proportion of the schemes submitted to me was the teaching to selected pupils of the simpler stages of formal mathematics and at least one language One is struck by the persistence with which some rudimentary instruction in these subjects is urged by the best of the rural head teachers; and though the new Merit Certificate does not *ex facie* give credit for this line of teaching, there is little doubt that while the classification or organisation of secondary centres continues as at present, the rural bursar at these centres will, to say the very least, save time by having mastered in his own school the preliminary stages of one or two secondary subjects. A collateral fact in this connection is that rural parents are often unwilling (and there are good reasons to sympathise with this) to send their children away from home much under fourteen years of age."

Character of the work.

Much of this secondary work is sound and successful, and the zeal of the teachers is to be warmly commended; but it is not possible to shut one's eyes to the fact that in some cases the time and attention absorbed are out of proportion to the result, while the effect on the general efficiency of the school is not favourable.

Drawing.

Mr. Hood.

Since Mr. Hood joined the staff of this division, he has visited schools in all parts of it, and has done valuable service in guiding teachers into the most approved methods of instruction in drawing, and in promoting generally the efficiency of their work. I annex the few remarks he has written for this report:

"I am glad to say that in almost every case the work is taught on the lines approved of by the Department.

Selection of examples. Graduation of work. Schemes. Continuity of subject.

"While the work is progressing satisfactorily, much remains to be done as regards selecting and arranging the exercises, both natural and manufactured, so as to form a graduated course of instruction, within the capacity of the pupils in the different classes. In preparing such a scheme it is desirable as far as possible that each difficulty be put before the pupils as a separate lesson, and that the exercises be arranged not only as regards difficulty, but as regards continuity of subject.

Pupils interested in work.

"A keen interest now seems to be taken in drawing, and I am assured by the teachers, that the hitherto weary expression of the pupils during the lesson has entirely disappeared, that the drawing hour is looked forward to with pleasure, and that the educational value is undeniable."

Physical Training.

Mr. Robertson is the only inspector who deals this year with the subject of Physical Training and as I have reason to believe that

the position of matters in his district is much the same as in the others, it may be sufficient to quote his observations :—

Progress in style and results.

"Apparatus for physical drill is as a rule willingly supplied by managers, and some progress in the general style and results of this invaluable branch of school work is noticeable, but much has yet to be done to give the subject a more deserved place in the scheme of work, and to make more of the occasional opportunities for physical exercises during the working day. The new syllabus is being studied throughout the country, and I anticipate a favourable change in the state of physical drill within the coming year.

The new syllabus.

Military Drill.

"As for military drill, it is only sparsely represented, but is good so far as it goes. In one case the drill of the four senior classes is conducted on Company lines, each section commander being elected by his own class with the teacher as a company commander. A close observation of this interesting experiment leads one to think that the disciplinary value of it cannot well be over-rated, even when the military aspect is left entirely out of view."

Higher Grade Schools.

Increase in number.

During the past year there has been a somewhat extensive development of what are now known as Higher Grade Schools. These are centrally situated schools which have hitherto had well conducted Advanced Departments and were well accredited by their success in the Leaving Certificate Examinations. They, of course, greatly vary in size, from the large academies in Dundee and Aberdeen to the comparatively small schools in Sutherlandshire, where the managers have entered into the matter with much energy and intelligence. The purpose of these schools, it need scarcely be repeated, is to give a broad general education in languages, mathematics, science, and drawing, preparatory to any more specialised courses which the pupils may afterwards take up. In the counties of Forfar and Kincardine they are not numerous owing to the convenient situation of several Secondary Schools; but throughout the Division generally they may be expected to fill an important place in the educational arrangements of their respective localities. A full list, both of those already sanctioned and of schools whose cases are under consideration, is given in an appendix to this report.

Variety in size.

Their purpose.

Difficulty as to Science.

As I stated in my last report, the introduction of science into the curriculum presented some difficulty, both from want of accommodation and also from the fear that literary studies, so important to the schools having more or less direct communication with the Universities, might be prejudiced. It was certainly not desirable to add anything to the pressure to which I referred last year, but I have been assured by several teachers that the result of which they were apprehensive has not followed. As regards increased accommodation, a good deal has been done. In the city of Aberdeen a commodious building is nearing completion, while in Wick, Kirkwall, Aberlour, Grantown, Fort William, and Glen Urquhart more or less extensive additions have been made to the buildings. In all the others, rooms already available have been suitably equipped as laboratories.

Provision of buildings.

Classical languages.

In several of the older-established centres, the classical languages naturally retain a position of prominence, and, as proved by the result of the various public examinations, the efficiency of the instruction is well maintained.

Modern languages.

In the teaching of modern languages great advance is being made. Many of the teachers employed have taken a good part of their training on the Continent, and their pronunciation and facility in conversation are often very good. Oral methods of teaching are consequently now more in use, and further progress in this direction may be expected. It has frequently been urged that the conditions of the Leaving Certificate Examination stood in the way, and, while there is no doubt that the demands made by other sides of the work justified the complaint, the ground of it is now being largely removed. In examining the classes in French in not a few of these schools, I have been impressed with the difficulty of getting the pupils to realise the importance of accent and pronunciation. Too often these take their colour from the local accent in English.

Mr. Ewen.

My colleague, Mr. Ewen, the value of whose services in connection with the establishment of the Higher Grade Schools has been very great, has favoured me with the following report on their Mathematics, Science, and Drawing :

New Laboratories.

"Higher Grade Schools under Chapter IX. of the Code have now been established in most of the principal educational centres throughout the Division. In a few of these schools provision for experimental science instruction had already been made, but the recent changes in the Code have entailed the fitting up and equipment of over twenty additional experimental science laboratories in the Division.

Experimental work

"This introduction of experimental work into the curricula of so many schools, assisted greatly by recent developments in the methods of teaching mathematics, has had the beneficial effect of broadening the educational outlook and methods of instruction in nearly all the more important schools in the Division.

Experimental science not a separate subject.

"Experimental science has not been taken up as a separate subject, but rather as a continuation and development of the new mathematical syllabus of which it is the natural outcome. Accurate measurement which forms the basis of such branches of the mathematical syllabus as scale drawing, mensuration, and experimental geometry, is continued in the laboratory by the use of the metre-stick, burette, balance, thermometer, and other instruments of precision. Habits of careful observation are engendered by the use of such instruments, and the pupils are trained to form logical deductions from their observations and measurements, and to set forth their descriptions and results with clearness and accuracy. The graphic representation of algebraic expressions, in connection with another portion of the mathematical work, finds its experimental counterpart in the plotting of observations made and results obtained in the practical science laboratory.

Correlation with mathematics. Observation. Measurement. Graphics.

Mathematics and science syllabus.

"The mathematical and science syllabuses when rationally drawn up, as has in most cases been done, should provide a judicious blending of inductive and deductive methods, thus affording a very valuable mental training. The tendency, which is somtimes observable, to divide the geometrical section of the mathematical syllabus into two parts, practical and theoretical, should be carefully guarded against when drawing up schemes of work.

Drawing. From nature. Manufactured articles.

"Drawing instruction on the newer lines, entailing as it does the careful and thorough observation, followed by accurate rendering, of the form, texture tone, and colour of plants and other nature forms, and of common objects and manufactured articles, is gradually taking its place as a valuable part of the Higher Grade syllabus.

"The development of this representational drawing into the study of space relations, colour harmony, and applied design is beginning to be seriously taken up in a number of schools, but much yet remains to be done in this direction. In this work care should always be taken to leave as much scope as possible for the pupils' own unaided efforts. When this is not done, the work is apt to degenerate into mere copying, and its usefulness soon disappears. Principles of course, must be taught, or the work will tend to run riot, but the mere copying of designs already planned, or the repetition of copied units, should find no place in this work which should have for its main purposes the development of originality on the part of the individual pupil." Representation. Space relations. Applied design. Principles. Must be original.

Mr. Philip, who has given great attention to the correlation of Mathematics with Science, is of opinion that this can best be carried out by beginning the work in experimental geometry in the senior division of the elementary school, as many of the simple experiments in measurements could be done in the ordinary classroom by pupils of ten or eleven years of age. Much time would be saved in the laboratory when pupils reached this stage, and a consequent enlargement of the science syllabus would result. This is actually to be done in Ellon Higher Grade School during the present session. Correlation of mathematics and science—Mr. Philip.

In reporting on the science teaching that has come under his notice, Mr. Macleod refers to the importance of studying it in connection with the other subjects of the curriculum. Regarding the general value of the newer methods of teaching geometry, he seems however, to have some doubt. He has found that the measurements, on which a good deal is supposed to be based, have been crude and inaccurate, while they have failed to stimulate mathematical reasoning in any important degree. This probably but points to the truth, which cannot be too fully realised in all parts of school work, that, however valuable methods may be, they can only achieve success when accompanied by careful and earnest effort. Mr. Macleod.

I have the honour to be,
MY LORDS,
Your Lordships' obedient Servant,
JOHN BOYD.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

Appendix.

List of Higher Grade Schools in the Northern Division.

A.—Schools already Sanctioned.

Aberdeen
- Aberdeen Central P.S.
- ,, C.S. Practising S.
- ,, U.F. Normal S.
- Ellon P.S.
- Fraserburgh Academy P.S
- Huntly Gordon P.S.
- Peterhead Academy P.S.
- Turriff P.S.

Banff
- Aberlour P.S.
- Banff (Burgh) Academy P.S.
- Ferdyce Academy P.S.
- Keith P.S.
- Mortlach P.S.
- Rathven, Buckie P.S.

Caithness
- Thurso, Miller Institution P.S.
- Wick, Pulteneytown Academy P.S.

Elgin
- Bellie, Fochabers, Milne's Institution
- Cromdale, Grantown P.S.
- Forres (Burgh) P.S.

Forfar
- Broughty Ferry Grove Academy P.S.

Forfar—*continued.*
- Dundee (Burgh), Harris Academy P.S.
- Dundee (Burgh), Morgan Academy P.S.

Inverness
- Kilmalie, Fort William P.S.
- Kingussie P.S.
- Portree P.S.
- Urquhart, etc., Glen Urquhart P.S.

Orkney
- Kirkwall (Burgh) P.S.
- Stromness P.S.

Ross and Cromarty
- Dingwall Academy P.S.
- Rosemarkie, Fortrose Academy P.S
- Rosskeen, Invergordon P.S.
- Stornoway, Nicolson Institute P.S.

Shetland
- Lerwick, Anderson Educational Institute P.S.

Sutherland
- Clyne (Brora) P.S.
- Dornoch Burgh P.S.
- Golspie P.S.
- Kildonan, Helmsdale P.S
- Lairg P.S.

B.—Schools whose Cases are under Consideration.

Aberdeen
- Inverurie P.S.
- Kemnay P.S.

Caithness
- Halkirk P.S.
- Keiss P.S.
- Latheron, Lybster P.S.
- Olrig, Castletown P.S.

Forfar
- Kirriemuir, Webster's Seminary P.S.

Inverness
- Inverness (Burgh) High P.S.

Ross and Cromarty
- Cromarty P.S.

Report *by* George Andrew, Esq., *one of* His Majesty's Inspectors *of* Schools *in* Scotland *on the* Gemeindeschulen *of* Berlin *and* Charlottenburg.

Sir,

I beg to submit to you the following report on the Gemeindeschulen—what we should call the Elementary Board Schools—of Berlin and Charlottenburg. The Report embodies the results of visits paid to the schools in question, during the autumn months of 1902 and 1903, respectively. It aims generally at giving some account of the state of elementary education in these two communities, and directs attention to more recent developments. Mainly descriptive, it does not entirely refrain from comparison, as the educational facts and methods discussed are continually regarded in the light of those existing in the urban schools of Scotland. The principle adopted in drawing up the report was, to select a certain number of typical schools, and, by repeated visits to the various classes in each department, to endeavour to obtain some accurate idea regarding the organisation, the scope of the instruction, and the teaching methods employed in the Gemeindeschule. Naturally, care was taken to make the schools visited as representative as possible of different types, and amid the glories of the newest schools, the humble "annexe" was not forgotten. Such a mode of procedure appeared to be specially favoured by the uniformity of subject and method, imposed on all the Gemeindeschulen by the official "Programme of Instruction" (Grundlehrplan).

Aim of the Report

Berlin and Charlottenburg, it may be premised, are two distinct communities. A parallel might perhaps be found in Glasgow and Govan. It is a case of the rapidly growing suburb bidding fair to outstrip the older town. The two are municipal and educational rivals, each keeping a jealous eye on the progressive development of the other. Educationally the tendency is for the suburb to forge ahead; new schools have to be built to meet the demands of a rising population, and these can be erected on a scale and with a modernity of equipment which the older existing buildings in the more congested city cannot boast of. For some years past till the present time, one was told that Charlottenburg was leading, that the new things reached the Berlin schools through Charlottenburg. Now Berlin has stolen a march, and by a new "Programme of Instruction," which came into force in October, 1902, has reasserted its claim to the hegemony. While the report thus embraces the schools of two distinct communities, and while differences must,

Berlin and Charlottenburg.

when essential, be taken into account, it may be mentioned that from the point of view of a stranger, the differences between the two are comparatively slight. This is particularly true as regards subjects taught and methods employed, and therefore for the purposes of this report, Berlin and Charlottenburg will be regarded as one wide educational area. It may be convenient to deal with the subject under the following four divisions :

Division of the subject into four heads.

I. The Gemeindeschule—its general organisation.
II. School attendance and "over-age question."
III. The school curriculum.
IV. Provision for the welfare of school children.

I—The Gemeindeschule—Its General Organisation.

In any account of a school or type of school, the educationist expects information on certain well-defined points. He will expect to be told something about the organisation of the school, about its accommodation and equipment, about the strength, qualifications, and remuneration of the staff, about the discipline, the hours of instruction, and so on—these arrangements going to form the mechanism for the actual instruction imparted. This, then, suggests a natural sub-division of this part of the subject.

(a) *Organisation.*

Organisation.

For some time back the Gemeindeschulen of Charlottenburg, and from 1900 till October of 1902 those of Berlin, have been what are called "seven-class schools."

The years of compulsory school attendance (Schulpflicht) were, and are, in both cases the same, viz., from six to fourteen years inclusive. Corresponding to these eight school years were seven ascending classes numbered from VII. (the lowest) up to I. (the highest). The pupil was ideally supposed to have one year in each of the first six classes, and two years in the highest class, so as to deepen and consolidate the knowledge and training imparted up till then. This is the system still prevalent in the schools of Charlottenburg. They are still "seven-class" schools. What Berlin has done (among other things) by the institution of a new Grundlehrplan is to convert its schools from being "seven-class" into being "eight-class" schools. That is to say, there are eight years of school life, and there is to be a separate class for each of these years. It is expected that this change will be introduced before very long into the Charlottenburg schools also; the question is mainly a matter of teaching strength, and so one of money. This eight years' school course the child begins at six years of age—not before. He does not begin on his sixth birthday. There are only two enrolments of beginners in the year, one at Easter and another in October. These children who are six years old by the 1st of April come at Easter, the rest in October. Thus there are always two classes in each year—an O class, as it is called, *i.e.*, a class which began at Ostern (Easter), and an M class, one which began

at Michaelis (in October). This is undoubtedly an excellent working arrangement, for, instead of having to dissipate teaching strength on many small detachments of infants drafted in at different periods of the year, that strength is concentrated on two large infant classes of about sixty each. When the numbers necessitate it, parallel classes are formed at either enrolment. The advantages of this system for classification and uniformity of promotion are obvious. The normal time for a child to be in each class is one year. Promotion takes place once a year only for each class, and is settled by means of an examination (Versetzungsprüfung) held by the Headmaster in co-operation with the class teacher. In the same way the pupil does not leave school exactly on his fourteenth birthday; he must remain in attendance till the end of the semester in which his birthday falls.

(b) *Accommodation and Equipment.*

The schools are built in couples and designated by numbers. Thus, for example, we find in Markus Strasse two schools built together, viz., Gemeindeschule Number 155, a boys' school containing 761 pupils, and Gemeindeschule Number 156, a girls' school with 764 pupils. The schools naturally vary in size, but accommodate generally from about 700 to 1,000 pupils.

Boys' Schools and Girls' Schools separate though contiguous.

The two schools are generally thus architecturally one, though organically distinct. The boys and girls are taught apart. Each of the two schools has its separate headmaster (Rektor) and its separate staff. To these two distinct though contiguous schools, two rooms generally are common: 1, the gymnasium; 2, the aula. In the more recent schools the gymnasium is large and admirably equipped. It is built either outside in the playground, or in the centre of the united building, so that ready access is had to it from both the boys' and the girls' schools. On certain days of the week the one school, and on the other days the other, has the exclusive use of it. The aula, the second of the common rooms, serves the purpose of a school hall. It also lies near the middle of the double building and is likewise common property. It is used for the singing lessons of combined classes, for drawing lessons, for speech days, and for social gatherings of pupils and their parents (Elternabende) to which reference will be made later. For example, on the occasion of the Empress' birthday one saw the pupils of the highest classes assembled in the aula, and heard them treated to a rousing patriotic address by the Rektor. In the newer schools the aula is generally very artistically designed and decorated.

The school buildings consist generally of three storeys, the rooms which hold as a rule about sixty, opening off long corridors. The more recent buildings are admirably lighted and ventilated, the staircases being broad enough to admit of five pupils marching abreast. The staircases to and from each storey lead to the corridor inside, and never directly to the outside. In some of the older schools and hired "annexes," both ventilation and lighting were

School desks.

distinctly defective. The question of school-desks is quite a "question" in Germany (die Schulbankfrage) with a growing literature of its own; a recent writer mentions the fact that there are some 200 different patterns to select from. One point in the official regulations on the subject may be worthy of note. It is laid down that while the seats in each classroom should be provided to suit the average height of the children to be taught in that room, still in each classroom there should be from two to three different heights of seat, the taller children getting the higher, and the shorter the lower seats—an eminently sensible arrangement. In the newer schools of Berlin and Charlottenburg one seemed to find most frequently the smaller type of dual desk, with immovable top, and little or no slope on the writing bench.

In some of the older buildings, however, the desks seemed cumbrous and antiquated, being closely set together, and leaving little room for the pupils to move in and out. The infant rooms are all desked, and have no galleries. Slates are becoming practically extinct.

Excellent Apparatus.

With teaching apparatus (Lehrmittel) the schools are, as a rule, admirably supplied. Pictures, maps, and models are continually in evidence, and form, as will be pointed out later, quite a special feature of the instruction. In the newer schools one always finds a room, as large as a good-sized classroom, specially devoted to the storing and arranging of all such apparatus. For its supervision one member of the school staff is generally held responsible, and from him each teacher procures the particular picture, map, or model required for his special lesson. The equipment for the teaching of elementary science and nature knowledge is of particular excellence, and kept well up-to-date. For example, one noticed the model of the turbine in some of the collections.

School libraries.

There are generally two libraries in the school, one for the staff, the other for the pupils. To the former—undoubtedly an excellent feature—are continually added all the more important works dealing with the various branches of the school curriculum, so that the class teachers are enabled, and are expected, to keep themselves well up-to-date in the various subjects. The pupils' libraries are much the same as in our large town schools; for their upkeep a sum of £200 is voted yearly by the community of Berlin.

Shower baths.

Shower baths have been furnished in all the newer buildings, and are being introduced into many of the older ones. With the exception of the two youngest classes, all the pupils are bathed once a week. While bathing is not compulsory, the conscientious objector is not encouraged. His objections are apt to dissolve, when some irksome school task is substituted for the bath. Indeed in the poorer localities this weekly bath is found to be an indirect means of getting the mothers to supply the children with clean underclothing. There are no swimming baths in the schools, but school children receive free season tickets to the town swimming baths, and latterly children in schools, which are near such estab-

lishments, have been receiving systematic instruction in swimming. During the school year 1902 as many as 60,000 such free tickets were distributed. In the Berlin schools there are no cookery rooms, though these are now being equipped in Charlottenburg.

Woodwork

Woodwork does not form an integral part of the school course, though in some schools it is taught as an "extra," for which fees are charged. Otherwise no fees are charged, except to children whose parents are non-resident in either community. The playgrounds are, as a rule, roomy, and adorned with trees. The school-garden has not yet been developed in Berlin. Round the playground of some of the Charlottenburg schools a flower-border is cultivated, where flowers and plants are grown to illustrate the nature knowledge lessons, and one hears that a proposal is now under consideration to establish a large school-garden for all the schools of the community. The Botanical Society of Edinburgh has recently been advocating the adoption of school gardens. While there is much to be said for the suggestion, one might reasonably doubt whether our more boisterous type of schoolboy would suffer many of the playground plants to reach maturity.

School gardens.

School offices indoors.

There is an excellent supply of school offices in the schools. In the several large schools opened in Berlin during the past year, the offices are built inside the main building and not outside in the playground. The object is that the children should be spared the journey outside during rain or snow. Furthermore, the offices are not all together, but each storey of the building has a supply of its own. Great attention is paid to the cleaning of the classrooms, in fact, particular attention is directed to this point in the latest report issued by the school deputation of Berlin. It is explained that in several schools a new method of cleaning was experimentally tried, and that, the experiment proving successful, this was to be adopted. The floors are first swept and washed, and are then gone over by a brush-shaped apparatus, which very effectively sprinkles a special preparation of oil—Stauböl (dust-oil) it is called. Staircases and corridors are similarly treated. This treatment is applied four times a year, and it is found that all that is then required is that the rooms be swept every second day, the previously existing method of damping the floors with water being thus dispensed with. By this means the formation and gathering of dust are greatly lessened, as indeed one could not help noticing. The floor of the gymnasium is excepted from this treatment, as the oil is apt to make the surface slippery and dangerous. Hats, cloaks, and umbrellas are hung on pegs along the corridors; up till quite recently these were brought into each classroom.

New method of cleaning school-rooms.

Accommodation.

School accommodation appears to be kept pretty well up to the requirements of the population, but the use of the hired "annexe," or of the house temporarily equipped as a school (Mietsschulhaus) is by no means rare. It might be mentioned that at the end of March, 1903, there were in all in Berlin 258 Gemeindeschulen, representing, an increase of nine schools, as compared with

Resort had to the "Annexe."

the number in the previous year. Of that number twenty-three are still in temporary premises, and there are besides five "annexes." In extreme cases of pressure the system of so-called "Fliegende Klassen"—Flying Squads—is used. These are classes with no fixed quarters of their own; they are the cuckoos of the school, who occupy any empty classrooms, during the temporary absence of the owners. This system is resorted to, however, only in cases of necessity, and is officially condemned. During the summer half-year of this year there were twenty-four such classes; during the winter half-year this number had decreased to eighteen. In none of the classrooms did we observe overcrowding. Any overflow is drafted off to the neighbouring schools. On no occasion did one find more than one teacher in any classroom.

"Fliegende Klassen."

One teacher to one room.

(c) *Staffing.*

The teaching strength naturally varies with the size of the school. For example, a Berlin school with 906 pupils has a staff of nineteen teachers; again, a Charlottenburg school of 830 pupils has a teaching strength of eighteen. The following table shows the average number of children in each class in the Berlin schools as a whole for the year 1902–3:

Size of classes.

Class I.	(the highest)	has	35·08
Class II.		,,	35·42
Class III.		,,	40·83
Class IV.		,,	45·38
Class V.		,,	49·98
Class VI.		,,	53·89
Class VII.		,,	56·12
Class VIII.	(the lowest)	,,	56·80
Class of mentally deficient pupils		has	13·27

Number of pupils under instruction.

The number of children in the 258 Berlin Gemeindeschulen altogether was for the year 1902–3, 213,699, this being an increase of 2,134 as compared with the number of the preceding year. In the instruction of these children there were employed 258 head-masters, 2,628 male teachers, and 1,607 female teachers—in all 4,493 teachers. A teacher gives, as a rule, from twenty-four to twenty-eight hours' instruction a week. The Rektor, apart from his general supervision of the school, performs usually twelve hours' teaching a week. He does not always teach either the same subject or in the same class, but varies his work every school semester. For example, he might one half-year take the "Deutsch" lesson of the highest class and the arithmetic lesson of the 3rd class, and so on. Some of the headmasters were inclined to admit that twelve hours' teaching a week was rather much, but regarded the free hand given to our city headmasters as too much of a good thing. While it is undoubtedly necessary that the headmaster of a large school should be able to devote much of his time to organisation and supervision, there seems to be a distinct anomaly when these two aspects of his office are allowed almost entirely to supplant

Teaching by the Head-master.

his direct function as teacher, and when most of his energies are claimed for the business management of the establishment. If the headmasters of our large urban schools were able to devote even one hour a day to some definite branch of the work of, say, the highest class, the direct influence of their personalities on pupils at this stage would be extremely salutary. Teachers of special subjects are but little employed in Berlin, except in so far as some class teacher has made a special study of a subject, such as drawing, singing, or gymnastics. In boys' schools male teachers alone are, where possible, employed. In the few cases where we found a female teacher employed in them, a scarcity of male teachers was usually assigned as the reason. To the employment of men as infant teachers in boys' schools, reference will be made later on. In girls' schools female teachers prevail, except in the higher classes, which are taught by men. The question of the training of the Berlin teacher is too wide a subject to be gone into here, but it may be mentioned briefly that he generally spends three years at a Präparanden-Anstalt (Preparatory establishment), and other three years at a Seminar (Training College). Some connection naturally exists between these two establishments, but one of the points, on which educational opinion in Berlin is at present agitating, is that this connection should be made more definite and organic, so that the teacher would pass through a continuous six years' course of training before entering on his profession. On leaving the Seminar the teacher has to pass his first examination (erste Lehrerprüfung). He then teaches for from two to five years under a provisional qualification (provisorisch angestellt), after which he goes up for the second examination (zweite Lehrerprüfung). He is now a fully qualified class teacher, but if he be ambitious to become a Rektor, his studies do not stop here. He must next face the "middle school" examination ((Die Prüfung der Lehrer an Mittelschulen). When he has taught for at least three years after passing this examination, he is then eligible to become a candidate for the Rektor's examination (Rektorprüfung). Into the field of reading covered by these various examinations it is impossible to enter in the present Report. The tests are of an oral as well as of a written nature, and it may be added that for the Rektor's examination a speaking knowledge of two modern languages, generally French and English, is demanded. The important fact to be noted is that the Prussian teacher, who is to rise in his profession, must continue to be a student for many years after he leaves the Training College. Until he has passed these very searching examinations, he is not even eligible for promotion. Without these qualifications neither time nor influence can do anything for him, and the mere acquisition of that often over-estimated virtue "experience" is of no avail. He too has to "wait his turn," but he must have first fulfilled the preliminary conditions of promotion The practical side of his profession is not allowed to include the theoretical, rather the two for a considerable number of years go

Employment of men and women teachers.

Training of the teacher.

Teachers' examinations.

Teacher must continue his studies.

hand in hand. The result is that the type of Rektor is extremely good. He gives one the impression of being a keen, well-educated man, a man who knows his business thoroughly, and who does it well.

Teachers salaries in three parts.

Something might perhaps be said about the rate at which the teachers are paid. There is little difference between teachers' salaries in Berlin and Charlottenburg. Let us take the case of the latter. The teachers' income consists of three parts :—

1. The Grundgehalt—the basis of the salary.
2. Mietsentschädigung—rent allowance.
3. Alterszulagen—increments.

During the first four years' service he receives only four-fifths of the Grundgehalt and about two-thirds of the rent allowance. After seven years' service he receives the first Alterszulage, and then receives one every three years, till the expiry of thirty-one years' service. The following table shows the scale of payment at a glance.

First we have the salaries of Rektors, then those of class-teachers (male), then of female teachers, then of sewing mistresses.

Rate of payment and increments.

Lehrkräfte.	Grund-gehalt	Miets-entschä-digung	Grundgehalt und Alterszulagen nach Dienstjahren								
			7	10	13	16	19	22	25	28	31
	M	*M*	*M*	*M*	*M*	*M*	*M*	*M*	*M*	*M*	*M*
Rektoren . . .	2350	800	2600	2850	3100	3350	3600	3850	4100	4350	4600
Lehrer . . .	1250 (1000)	650 (450)	1500	1750	2000	2250	2500	2750	3000	3250	3500
Lehrerinnen . .	1150 (920)	450 (450)	1300	1450	1600	1750	1900	2050	2200	2350	2500
Handarbeit-Lehrerinn.	850 (700)	400 (400)	950	1050	1150	1250	1350	1450	1550	1650	1750

Die eingeklammerten Zahlen beziehen sich auf das 1. bis vierte Dienstjahr.

Thus a Rektor begins with a salary of 2,350+800 marks = 3,150 marks = (roughly) £158, rising after thirty-one years' service to 4,600+800 marks = 5,400 marks = (roughly) £270, the increment being £12 10s. every third year. A male class teacher begins with 1,450 marks = £73. After four years' service he receives 1,900 marks = £95, which rises by triennial increments of 250 marks = £12 10s. (roughly), till after thirty-one years' service it reaches the maximum of 4,150 marks = £208. So he salaries of female teachers rise from 1,370 marks = £69 to a maximum of 2,950 marks = £148, reached after thirty-one years' service. After a minimum of ten years' service the teacher is entitled to a pension of $\frac{15}{60}$ of his salary at the date of retirement, $\frac{1}{60}$ being added for each year of service after ten. The maximum pension is $\frac{45}{60}$ of his pay, forty years' service being necessary to obtain this. There is no compulsory age limit for retiring. While their salaries, and particularly those of

Pensions

the Rektors, seem comparatively small when compared with those paid in Scotland, one must remember the different value of money in the two countries, and the comparative cheapness of intellectual labour in Germany. It may interest the teachers of Scotland to know that there is at present being conducted in Berlin an extensive agitation to increase the salaries of teachers. One has a strong impression that the position of the teacher in Germany, who is a civil servant with a fair pension on retiral, and provision for wife and children at death, is on a much more satisfactory basis than at present in Scotland. This state of matters is to a considerable extent due to the excellent organisation of the teaching profession itself throughout the country. The Teachers' Association of Germany (Der Deutsche Lehrerverein) is a very strong body, admirably organised with innumerable committees and sub-committees, and one which, through its periodicals (the weekly Pädagogische Zeitung and the monthly Die Deutsche Schule), gives very distinct expression to the professional opinion of the country. There are naturally in Berlin and Charlottenburg strong branches of the wider association.

Present agitation for increased remuneration.

Teachers well organised.

(d) *Discipline.*

Excellent discipline and an admirable tone prevail throughout the schools. The smart movement, the loud tone of voice, the uniformity and regularity of it all seem to instinctively suggest the military régime that is to follow.

Corporal punishment (Körperliche Züchtigung) is, when necessary, employed. It is administered by a cane applied not to the hand but to the least vulnerable part of the pupil's person. This question of corporal punishment was agitated some four years ago. Every teacher is now required to enter in a book kept for the purpose (Das Strafverzeichnis) the details of the punishment. These are 1, name of child ; 2, kind of punishment inflicted; 3, reason for the punishment ; 4, time of it ; 5, teacher's name. This document has to be filled up at the end of the lesson hour in which the punishment is inflicted. It is specially forbidden to strike a child on the head or hand. As regards the " small morals," the pupils give one a pleasing impression. In fact, one seems to trace in school the foundations of that formal politeness, so characteristic of the German nation. The pupil sent to the headmaster's or other teacher's classroom will, if a boy, make his little bow, if a girl, her little curtsey, before delivering the message, the formality being repeated with a simple " adieu " on leaving the room. At the entrance of a stranger, the pupils immediately rise and remain standing till requested to resume their seats, while at attention the children sit with hands (not arms) folded, which rest on the desks in front. The finger cracking habit is unknown ; readiness to answer is signified by raising the hand, the first finger pointing upwards. Smartness is carried almost to extreme. When a pupil comes up to the blackboard, he must run there and back. Any tendency to slouching in

Corporal punishment.

"Punishment book."

Politeness of pupils.

Smartness almost carried to extreme.

pose or movement is immediately checked; the habit of the gymnasium is carried into the class-room. As regards the general morale of the children, an interesting (though of course a very superficial) comparison might be instituted between Berlin and (say) Edinburgh in the matter of the conviction of youthful offenders. In Edinburgh, with, approximately, 35,000 school children, there were according to the last report of the School Board, 351 convictions last year (19 girls and 332 boys). In Berlin, with over 213,000 pupils, (*i.e.* six times as many), there were convicted during this period only 322 pupils (27 girls and 295 boys). As regards particular offences, 137 of the Edinburgh cases, and of the Berlin ones, 250 were cases of theft. As a nation we seem to suffer from the defects of our virtues, for one reads that forty-seven of the Edinburgh convictions are "for playing football on the streets,"—a species of crime apparently as yet undiscovered by youthful Berlin.

Youthful offenders in Berlin and Edinburgh.

In the matter of punishments inflicted, it is interesting to note that in Berlin 214, in Edinburgh 105, of the children were admonished; that in Edinburgh eighty-two, in Berlin four, were fined; and while that in Edinburgh only two, in Berlin as many as 101 of the children convicted were sent to prison. In considering these facts one must not forget the very much stronger power wielded by the police in Germany than with us.

(e) *School Hours.*

An early start and a hard forenoon's work may be taken as representing the average school day. The schools meet from 7 a.m. till 12 a.m. in the summer, and from 8 a.m. to 1 p.m. in winter. In the Charlottenburg schools there is an afternoon meeting twice a week for three hours for the upper classes only, to make up for the time in the forenoon during which these pupils have to attend confirmation classes, held by the clergy. The schools meet on Saturday as on other days. On the days on which there is afternoon school the morning sitting is shortened. As the pupil advances through the school, he receives from twenty to thirty-two hours' instruction per week. The lessons are, except in the youngest classes, of about an hour's duration, but at the end of each lesson there is an interval (eine Pause). The following are the intervals officially laid down for all Berlin schools for the winter half-year.

Confirmation classes.

"Intervals."

Lessons begin at eight punctually.

1st	Interval	from	8.55	till	9.0	a.m.
2nd	,,	,,	9.50	,,	10.10	,,
3rd	,,	,,	11.0	,,	11.10	,,
4th	,,	,,	12.0	,,	12.15	p.m.

In the summer half-year, when lessons begin at seven, the intervals are each an hour earlier. Great importance is attributed to the idea that there should thus be a distinct break between every two lessons. During the second pause, from 9.50 to 10.10, both teachers and pupils partake of the "second breakfast" (zweites

"Second Breakfast."

Frühstück). This consists generally of a sandwich or a piece of bread and butter. It is a characteristically German institution, and is really rendered necessary by the early start. It is carried to school in a small satchel (Frühstücks-Tasche) which, along with the large school-bag (Mappe), goes to form the familiar equipment of the school-child.

No real "play."

In the playground (Hof) there is no "play," as we understand it, none of that exuberance of youthful spirits which makes the playground of a Scottish school such a cheerful spectacle. Such licence the German regards with suspicion, as being inimical to those ideas of law, order, and restraint which he is striving to cultivate in his pupils. Instead of playing, the pupils wander in a tortuous column four abreast, and under the superintendence of a teacher, chatter and jest being the only outlets for their restrained activities.

School holidays.

The holidays for the present school year are as follows:—

Pfingsten, 1903 (Whitsuntide),	29th May till 5th June.
Sommer, 1903 (Summer),	3rd July till 11th August.
Herbst, 1903 (Autumn),	26th September till 6th October.
Weihnachten, 1903 (Christmas),	19th December till 5th January
Ostern, 1904 (Easter),	26th March till 11th April.

This perhaps may suffice regarding the general organisation of the Gemeindeschule. The second part of the subject may now be discussed.

II.—School Attendance and "Over-Age Question."

Importance of this question to Scotland.

This is a question which may perhaps be regarded as of special interest with reference to the urban schools of Scotland at the present day. The problem seems to be as follows:—The State enacts that all children between certain ages, unless satisfactory provision is made for their education at home, shall attend school. How is the Executive to effectively ensure that the Statute is being obeyed? How are the children to be brought to school at the legal age, and kept at school regularly till free to leave it? Failure on either of these points amounts to a serious flaw in the educational system of a country.

Different solutions to problem in Berlin and Charlottenburg.

In connection with this problem Berlin and Charlottenburg must be treated separately. Each has solved the problem in its own way, and each is apt to regard its solution as superior to that of its neighbour. In Charlottenburg a directly coercive, in Berlin an indirectly coercive, method of solution has been adopted, and each in its way produces excellent results. It must be remembered, however, that both systems rest ultimately on: (1) the existence of a strong, almost a tyrannical, police; (2) a popular subservience to officialism generally.

A. *Berlin.*

Schul-Deputation.

The educational authority for the community of Berlin is the Städtische Schul-Deputation. It consists of six members of the "Magistracy," eleven members of the city council, twelve citizen

deputies, five clergy, and one magistrates'-assessor as legal adviser. It corresponds so far with our School Boards, though it has charge of Secondary as well as of Primary Education. On this body naturally falls the responsibility of getting the children into the schools at six years of age, and of keeping them there till they are fourteen. How it proceeds is thus. The city is, for purposes of supervision, divided into a large number of "districts"—Bezirke or Inspections-Bezirke. For each of these "districts," what is called a Schul-Commission is appointed by the town council (Stadtverordneten-Versammlung), subject to confirmation by the "Magistrate." The number of members in each Commission varies with the size of the "district." In the smaller "districts" the number may not exceed twenty, in the larger twenty-five. Each Commission consists of (1). A number of citizens resident in the "district," (2). The headmasters of the schools in the "district."

"Districts."

"Schul-Commissionen."

This system of school commissions has been in vogue since the year 1845. The Commission appoints from its members a chairman and a deputy chairman; the election of the body is triennial; the membership of the body is purely honorary; no one is paid. Care is naturally taken to nominate only suitable and willing men, though the opportunity of becoming an official—even an unpaid one—is usually too strong a temptation for a German to resist. On this local committee, the Schul-Deputation—the central body—devolves certain duties, which it considers can best be done on the spot. The Schul-Commission is the local representative for certain purposes of the Schul-Deputation. The general idea of the system is to get the citizens themselves personally and directly interested in carrying out the arrangements made for the education of their children, and to form a link between the home life and the school life of the children.

Idea of the system.

Duties of the Schul-Commission.

The exact duties of each Schul-Commission are these :—

I. The drawing up and keeping up of a list (Verzeichnis) of all children of school age resident in their district.

II. The enrolment of these children in the schools of the district (die Einschulungen).

III. The control of school attendance.

IV. The distribution to poor children of the district of free books, etc., according to the funds put at the Commission's disposal.

Truly no sinecure is this honorary office of School Commissioner!

To assist them in keeping a correct census of children of school age, the "Commissioners" are supplied every quarter with the police lists of population, or rather change of population, so far as applicable to their district. As regards the enrolment of children, it is the duty of the Commission to distribute the children among the schools of their district, care being taken that the number of children in no class be allowed to exceed the prescribed limits (sixty for the *Senior* Division, seventy for the *Lowest*). That the Commission may have accurate knowledge of the numbers in each school, the headmaster must send to it once a quarter complete

attendance lists (Frequenzlisten) of the pupils. If the Commission finds that at any time the schools of their district are becoming overcrowded, they have to report the fact with as near as possible an estimate of the overflow to the central body—the Schul-Deputation.

A parent who intends to change his residence must give notice to the headmaster of the school, at which his children are pupils, or to the chairman (Vorsteher) of the Schul-Commission fourteen days before removal. The latter passes on the information to the chairman of the Commission of the district (Bezirk) into which the parent intends removing, and this Chairman in turn becomes responsible for assigning the new arrival to a definite school.

As regards the control of school attendance, the houses in the district are divided up among the members of the Commission, so that each member becomes responsible for cases of irregularity occurring among "his houses." The exact procedure in a case of unexplained absence is this. On Saturday of each week, each class-teacher prepares and gives to the headmaster a list of such children as have for one or more days been absent from school without satisfactory excuse. This list the headmaster hands *on the same day* to the chairman of the local School Commission. On the following Monday the chairman distributes these cases to the members of the Commission among whose houses the cases have arisen. During the next few days the Commissioners, by a personal visit and examination of the parents, establish the reason of the absence, and fill into a form used for the purpose whether the absence of the child has been due to illness, or to exceptional home conditions, and whether it can, in their opinion, be regarded as "excused" (entschuldigt). In cases of children from six to eleven years of age, only illness can, as a rule, be accepted as a valid excuse for absence.

Procedure in cases of absence.

On the Friday, the members of the Commission return to their chairman the results of their personal investigations, who sends them on Saturday morning to the headmaster of the school, who in turn hands them to the class teacher. Thus within the course of each week—from Saturday to Saturday—each case has been enquired into. If the Commissioner finds that the absence was due to no satisfactory reason, he warns the parent at his visit of the consequences of such neglect. If within four weeks of such a warning the same child is again kept from school without due cause, and if the Commission is convinced that such absence is due to the neglect or malice of the parents, the latter are officially warned, and threatened with the statutory penalty. If however, despite this threat, the offence be repeated within eight days from then, and if the Commission be convinced that only by official intervention and punishment of the parents improvement is to be expected, they report the case to the Schul-Deputation, who inflict the statutory punishments, or, if necessary, call in the aid of the police.

For one day's unexcused absence a fine of not less than one mark (shilling), is inflicted. For a week's absence the fine is one of not

Punishments.

less than three marks. For repetition of the offence these fines can be increased to fifteen marks.

One day's imprisonment may take the place of a fine of from one to fifteen marks.

One is led to understand that excellent results are achieved by this somewhat cumbrous machinery, and that prosecution of offending parents is a comparatively rare thing. At a visit to a school of some five or six hundred pupils in one of the poorest districts of Berlin, it was found that only some six or seven pupils were absent, the absence being in each case "excused." In a considerable number of the classes a perfect attendance had been secured for the day. It may be taken as a fact that in Berlin the pupils are got to school at the legal age, and that there is no difficulty about irregular attendance. What one wonders at is, how people can be got to serve on the Schul-Commission. That no difficulty is experienced in the matter, says much for the degree to which the civic conscience has been developed in Berlin. So much for the way in which Berlin deals with the question of school attendance.

Charlottenburg.

(B.) *Charlottenburg.*

The problem is solved in Charlottenburg in a more direct and simple fashion. The enrolment of pupils lies with the headmaster, the police keep the census lists of children of school age, and the policeman is the compulsory officer. It is largely due to the existence of these police lists that both in Berlin and Charlottenburg the children are got into the schools at the legal age. These population lists exist really for purposes of conscription. Germany is before everything a military nation; her citizens must serve in her army, so Germany must know accurately who her citizens are, how many there are, and where they are to be found at any given time. Every stranger visiting the country for any length of time is required to give an account of himself to the police. So when people change their dwellings from one part of the town to another, the change has to be reported. The lists are used by the executive for various purposes, *e.g.* for purposes of taxation, while they are also of particular value to the educational authorities.

Directly coercive method, simple and effective.

"Police lists."

Everyone is known to the police, every child is a marked man. For example, if the list of all children born in any year be taken and compared with the list of children enrolled in all the schools six years later, the defaulters are revealed, and when detected promptly punished. Children physically or mentally backward are medically excused from beginning school life at the legal age, but generally it may be taken as a fact that in Charlottenburg, as in Berlin, the evil of beginning school late is practically unknown. On enquiring in various classes of the lowest departments in schools, one found that there were never more than some five or six out of about sixty behind the proper age, and that these were generally of weak physique. In some of the city schools of Scotland one fears it is by no means

Children got to school at right age.

uncommon to find boys and girls of twelve or thirteen years of age in classes corresponding to the second or third standards, and even in the infant rooms, pupils whose education is practically finished before it is well begun.

But if the Charlottenburg child is thus got to school at the legal age, his regular attendance at school is no less rigorously enforced. The parent who keeps his child at home must report the reason of the absence to the headmaster within the twenty-four hours, otherwise he is liable to punishment. If this report be not forthcoming, or if, when it is forthcoming, it is unsatisfactory, the headmaster reports the case to the Schul-Deputation, which hands the matter to the police. The police official visits the offender with a document telling the amount of fine to be paid or the corresponding period of imprisonment. The punishment is inflicted then and there. For urgent home circumstances the Rektor has the power to "dispensiren" a pupil temporarily from school attendance, but this leave must be first obtained before the child stays away. Lists of defaulting parents are made up every fortnight. There is a fixed scale of punishment, varying from a warning to various degrees of fine and imprisonment. In a case of truancy, when a warning to the parent fails to be effective, the aid of the "Polizei-Direktion" is again called in, and a "Criminal-Schutzmann" escorts the delinquent to school. The "habitual" truant, whose parents may perhaps leave home early to work, can be called for and wakened by the policeman, and thus secured for the day's schooling. One remembers being present in a headmaster's room, when a policeman knocked at the door, and asked if A.B. "were present to-day." By these measures the evil of "going behind the school," as truancy is euphemistically termed, is reduced to a minimum.

Policeman as Attendance Officer.

Punishment of defaulters.

The leading features, then, of this school attendance machinery would appear to be.—

Leading features of the system.

(*a.*) An accurate census of children of school age.

(*b.*) Full co-operation between police and educational authorities.

(*c.*) The certainty and immediacy with which the punishment follows the offence.

That in this matter of school attendance both Berlin and Charlottenburg are far ahead of our large towns, one cannot but readily admit, but it is no doubt in a great measure due to causes and conditions lying at the very roots of German national life. The above procedure postulates, as has been said, an elaborate officialism, and a popular subservience to officialism, which form the very kernel of the German's creed. It would be impossible, even if desirable, to transplant directly the educational system or machinery of one country into another, and one doubts if the freer and more independent character of the Scottish people would tolerate this educational tyranny. To go to the other extreme, however, and to maintain that this procedure is entirely devoid of suggestion for us in Scotland would appear unreasonable; for it must be admitted that

Basis of the system.

How far applicable to Scotland.

we have not yet fully solved the problem of school attendance. For example, could not School Boards in Scotland be got to provide and to keep up a really accurate and trustworthy census of the children of school age in the district? This would appear to be at least one absolutely essential point, if children are to be got to school at the legal age, and if there is to be a stop to the dribbling into school, one, two, or even three years later than the age fixed by statute.

Co-operation between school authorities and police.

As to co-operation between police and school authorities, is not this what Lord Balfour of Burleigh strongly advocated in one of his Edinburgh speeches, even if such co-operation be somewhat more difficult in Scotland than in Germany? The strength, however, of any enactment rests ultimately on the power of the executive to enforce it, and the really effective part of both the Charlottenburg and the Berlin procedure is the efficacy of its penal code. The offender cannot skulk behind a cumbrous and costly legal machinery: the punishment follows swift and sure on the offence, and this the offender knows. The Berlin boy cannot risk leaving school even before he is fourteen, trusting that it will not be worth the authorities' trouble and expense to prosecute: he must remain at school not only till his fourteenth birthday, but till the end of the school half-year in which his birthday falls, and even then he cannot leave, if he has not reached the middle division of the school. Ask many a boy in our large town schools when he will be fourteen years of age, and he tells you the day and month as gleefully as the convict names the date on which his sentence expires. So, too, when the German child changes from school to school, he is tracked with the same unerring persistence. The Rektor of the school he leaves sends word to the Rektor of the school, to which he must declare he is going, as to the class he is in and the date of his departure, while the Rektor of the new school reports the date of his arrival. Hence leakage is prevented.

"Over-age question."

It remains to say something about the so-called "Over-age Question" in the schools in Berlin and Charlottenburg. Some account has been given of how a child is brought to school and kept regularly there; a word now about his progress through the school curriculum. The question is one of promotion from class to class. If the child begins his school career at six, and spends the normal period of one year in each class, he will, when fourteen, leave school from the highest class, after having gone through the complete curriculum. Let us take the case of the Berlin schools. It was mentioned that the normal pupil spent one year in each class, and

Class promotion once a year.

that he was promoted by an examination held by the Rektor and class-teacher conjointly. If a pupil fails to reach the standard of promotion, he remains in the same class for another year, and so is, as compared with the normal child, a year too old for his class. Some insight into this matter of "over-age" can be got, if one inquires what class in the ascending school curriculum the children have reached when they leave school at fourteen years of age.

Fortunately, for our purpose, in a land of statistics, the facts are not difficult to procure. Apart from personally testing particular classes, I was allowed a perusal of the Report published annually by the Schul-Deputation of Berlin, containing statistics for all the Berlin Gemeindeschulen. The figures will be given for the two years 1901–2 and 1902–3.

In the year 1901–2, the pupil began in Class VII. (the lowest), and advanced by annual stages to Class I. (the highest), in which he spent two years, the second year in the class being called the Oberklasse. The ideal child would then have had one year in each class and would have left the school at fourteen after having had a year in the Oberklasse.

Here are the numbers of those who in 1901–2 left, *as being fourteen*, the Gemeindeschulen of Berlin.

"School-leaving" statistics for the year 1901–2.

	Boys.	Girls.
From Oberklasse	1,042	931
„ Class I.	4,316	4,499
„ „ II.	2,470	2,658
„ „ III.	1,563	1,699
„ „ IV.	797	692
„ „ V.	207	172
„ „ VI.	9	10
„ „ VII.	—	—
Total	10,404	10,661

Stating the matter as a percentage, and taking boys and girls together, there left the Berlin Gemeindeschulen as being fourteen years of age.

From Oberklasse	9·36	per cent. of the abiturients.
„ Class I.	41·85	„ „ „
„ „ II.	24·35	„ „ „
„ „ III.	15·49	„ „ „
„ „ IV.	7·07	„ „ „

There received "Dispensation" to leave school before reaching fourteen years of age, 667 boys and 945 girls.

The above figures show:—

Result shown by these statistics.

1. That only some 9 per cent. of the children have gone through the full curriculum of the school when they leave it, *i.e.*, have had two years in the highest class; while only about 51 per cent. of them may be said to have reached anything like the full goal of the curriculum, as leaving the school from either the first or second year of the highest class.

2. That nearly 25 per cent. leave school from Class II., *i.e.*, from the third highest class, while a further 25 per cent. leave at earlier stages.

One was curious to test these figures when applied to particular schools. Out of eighty-six abiturients in the year 1901–2 it was found that forty-three had left one school from either Class I. or the Oberklasse: that is to say, that 50 per cent. had anything like

reached the end, and, in the opinion of the headmaster, generally, this represented the state of matters then existing. The educational authorities were evidently not proud of these facts. In the report for the year 1901-2, published by the Schul-Deputation of Berlin, various reasons are assigned to explain the facts.

Flaw admitted and explained.

1. The frequent change of school owing to "Flitting."
2. The influx from outside, particularly of non-German-speaking children, who must consequently be late in beginning.
3. The varying talents of children.
4. The employment of children out of school hours.
5. Unhealthy home conditions.
6. "Und vielleicht eine nicht ganz den Verhältnissen entsprechende Vertheilung des Unterrichts-stoffes—a naive admission of inefficiency somewhere.

To these causes headmasters would often add the varying ability of teachers to advance their pupils. As to reasons numbered 5 and 6, respectively, improvement was to be expected in the following year, (*a*) from the appointment of school doctors, and (*b*) by the panacea of a new Grundlehrplan.

Corresponding figures for following year.

Let us now glance at the figures for the following year, 1902-3. In this year the change of organisation took place: the schools, instead of being "seven-class" are now "eight-class schools," *i.e.*, the second year in the old highest class is now a separate class. In other words, the Oberklasse of the last year is now Class I., and the old Class I. is now Class II.

Out of every 100 children leaving the Gemeindeschulen as being fourteen there left—

		Figures for previous year.
From Class I. - - -	10·04	9·36
,, ,, II. - - -	41·79	41·85
,, ,, III. - - -	24·63	24·35
,, ,, IV. - - -	14·92	15·49
,, ,, V. - - -	6·76	7·07
,, ,, VI. - - -	1·59	

These figures show that still only 10 per cent. finish the full curriculum, while about 52 per cent. approximate to this ideal. The improvement all over is very slight, and it is pointed out in the recently published report of the Schul-Deputation that the new organisation and Grundlehrplan have not yet had sufficient time to make themselves felt.

Little improvement.

Question in Charlottenburg.

Importance of these statistics emphasised.

This question is in pretty much the same state in the Charlottenburg schools. In the most recently published volume of statistics (Charlottenburger Statistik XI. Heft—Weitere Beiträge zur Schulstatistik) attention is called to the importance of this kind of statistics for schools (viz., the number of pupils leaving each class as being fourteen years of age) as throwing light on the number of children who reach the goal of the curriculum (die Erreichung des Lehrzieles). It is pointed out that the matter is of the utmost importance not only in connection with the elementary

schools themselves, but also with reference to further developments of education in continuation and technical classes. So far as Charlottenburg is concerned the results of these statistics were regarded as very instructive. They showed that only perhaps the half of the pupils had, on leaving school, assimilated that measure of knowledge (dasjenige Mass von Wissen) which it had been intended they should assimilate when they began their school career, while the other half left school with only a more or less incomplete fraction of the school education which it was designed they should receive. This matter is one which is receiving careful attention in Berlin, and is specially referred to in the new Grundlehrplan. There it is laid down that the children are in all classes to be so far advanced that one year before the end of their compulsory school period (Schulpflicht), they are *in their preponderating majority* (in ihrer überwiegenden Mehrzahl) to be ripe enough for promotion into the highest class. It is the particular duty of the headmaster, it points out, to have a care for the uniform advancement of the pupils, and to submit each class for promotion during the last quarter of the year to examination, and that, too, without disturbing the ordinary routine of work. The results of this excellent advice remain to be seen. "The preponderating majority" remains roughly at about 50 per cent. It may be asked how it comes about that in these schools so few of the abiturients at fourteen leave the highest class. The process is this. Say a class starts with sixty. Each year these pupils must pass an examination for promotion (Versetzungsprüfung) into the next class. Now suppose that five on an average fail (sitzen bleiben) in this examination each year. As there are seven examinations, the original sixty would reach the last school year minus thirty-five of its number, *i.e.*, with twenty-five pupils.

Attention drawn to the matter.

How this result comes about.

If one further asks why should the five be unfit for promotion, one seems to reach the kernel of the question. Now this is a question affecting the schools of Scotland just as much as those of Germany. One has not figures to show exactly how we stand in the matter, but probably things are in no better case. One often hears this over-age trouble assigned, *e.g.*,in Edinburgh, to lateness in beginning school life, often due to lack of school accommodation, to irregular attendance at school, and so on. These are undoubtedly important causes; still in Berlin and Charlottenburg, where the pupils are admittedly got to school at the right age, and where they are kept as regularly at school as one can probably ever hope to see, one finds that only some 50 per cent. have made sufficient progress though the school to enable them to leave it at fourteen from the highest class. The educational authorities say the "normal" child should reach a certain stage of mental development, should cover a definite field of knowledge, in its eight years at school. If it is found that at the end of this time only half the whole number reach this stage, then there must be something to seek either in the teaching, or the pupils' ability, or in the amount of development expected from the so-called "normal" child, or, indeed, in all three.

State of matters in Scottish schools.

"Overageness" a natural phenomenon in schools.

One tends rather to incline to the view that "overageness" in schools is probably to a certain extent a natural rather than an unnatural phenomenon, that seven or eight years' work with a class of sixty or seventy children, with their varying degrees of capacity and development, will reveal very distinct differences in progress at the end of that period, that the "normal" child is too vague an abstraction to be successfully catered for alone, and that there is something of a fallacy in basing the organisation of a school on this assumption. The introduction of the doctor to the schools in Germany has done much to emphasise the need of "individualisation" in schools, and to counteract the theory that all children of the same age are practically alike. In other parts of Germany, most notably in the new organisation of the elementary schools in Mannheim, this theory has been turned to practical account, and a system of special classes has been instituted for such children as are found for various reasons to be unable to go through the ordinary curriculum. In these classes it is not a case of "once a duffer, always a duffer," but the pupil is often enabled, owing to the more individual attention he receives in these classes, to catch up again upon his previous class. One feels inclined to take in close connection with this matter of development and promotion, a part of the subject treated in a later part of this Report, viz., the physical condition of the children. Perhaps it will suffice to place the following facts side by side and let them speak for themselves :—

The doctor in school.

New Mannheim Organisation.

Physically and mentally "normal" contrast.

(1) Some 50 per cent. of the pupils reach the highest class before leaving school, and so may be called "normal."

(2) On being medically examined 60 per cent. of the boys and 63 per cent. of the girls have to be described by the doctors as "*not completely normal*" (nicht völlig normal).*

Annual Promotion a source of weakness.

The fact that promotion from class to class takes place only once a year, and that a pupil, who fails to be promoted, must remain in the previous class for another full year must also be regarded as a reason for so small a percentage of the pupils reaching the full goal of the curriculum. The pupil has really to pass a "qualifying examination" for each class; the pupil failing to pass this examination (held by the headmaster and class teacher) even once in his course is thereby prevented from finishing fully his elementary education; there is no opportunity for recovering ground lost, and this must be regarded as a weakness. The writer is of opinion that in this matter of possibility of promotion, the Scottish system (when properly acted upon) is distinctly an advance on that of Berlin and Charlottenburg, and that our schools are at present moving more and more in the direction of the Mannheim organisation. Not but that our system has its weak spots too. What is particularly needed at present (and this cannot be too strongly emphasised) is a clear definite statement of "school-leaving" statistics. A glance at the statistics published in another form by (say) the Edinburgh School Board shows that there are weaknesses

Tendency in Scottish schools.

* cf. Charlott. Statistik 9 Heft. 1900.

at the beginning and the end of our curriculum in the matter of age. If School Boards would publish statistics of the nature above described, viz.—

(1) Number of pupils leaving school each year *as being fourteen years of age.*

(2) Number of these leaving from Supplementary Course (*i.e.*, highest class).

(3) Number of these leaving from next highest class;

and so on, they would afford information of the highest value both to the educationist and to the country.

Great importance of exact "School, leaving" Statistics for Scotland

III.—The School Curriculum.

The subjects taught in the Gemeindeschulen, the methods of teaching adopted, and the main differences on these points between these schools and the urban schools of Scotland, naturally fall to be discussed under this heading. The differences in subjects are, as one would expect, not great; elementary education must always to a large extent gravitate round "the three R's." Such differences as exist will more often be found to be differences of method. For the Gemeindeschulen of Berlin and Charlottenburg, respectively, a Grundlehrplan is fixed by the Schul-Deputation of each community, interpreting in detail for its schools the more general regulations and instructions laid down by the central authority. This Grundlehrplan enumerates the subjects to be taught, the number of hours each subject is to receive in each class per week, indicates generally the methods to be employed in teaching them, and to a certain extent appoints the text-books to be used in the schools.

Differences those of method rather than of subjects.

It may be simplest to give by way of illustration—

1. The Stundentafel of the New Berlin Grundlehrplan.
2. That of the Charlottenburg schools.

Time tables.

1. *Berlin Time-Table* for 8-Class Schools.

SUBJECT.	HOURS FOR EACH CLASS PER WEEK. (Lowest.)							(Highest.)
CLASS.	VIII	VII	VI	V	IV	III	II	I
Religion (Religion)	3	3	3	4	4	4	4	4
Deutsch ('German')	8	7	7	6	6	6	6	6
Anschauung ('Observation')	2	2	2	—	—	—	—	—
Geschichte (History)	—	—	—	2	2	2	2	3 (2)
Rechnen (Arithmetic)	4	4	4	4	4	4	4 (2)	4 (2)
Raumlehre (Geometry)	—	—	—	—	—	3	3 (2)	3 (2)
Naturkunde (Nature knowledge)	—	—	—	2	2	4	4 (3)	3
Erdkunde (Geography)	—	—	—	2	2	2	2	2
Zeichnen (Drawing)	—	1	2 (1)	2	2	2	2	2
Schreiben (Writing)	—	2	2	2	2	1	1	1
Gesang (Singing)	1	1	2	2	2	2	2	2
Turnen (Gymnastics)	2	2	2 (1)	2	2	2	2	2
Handarbeit (Sewing)	—	—	(2)	(2)	(2)	(3)	(4)	(4)
Total	20	22	24	28 (30)	28 (30)	32	32	32

(N.B. The numbers within brackets are for Girls' Schools.)

2. *Charlottenburg Time-Table* for 7-Class Schools.

Unterrichtsgegenstände.	Knaben.							Sa.	Mädchen.						
	I	II	III	IV	V	VI	VII		I	II	III	IV	V	VI	VII
Religion (Religion)	4	4	4	4	4	4	4	28	4	4	4	4	4	4	4
Deutsch (German)	8	8	8	8	10	10	11	63	8	8	8	8	9	9	13
Geschichte (History)	2	2	2	2	—	—	—	8	2	2	2	2	—	—	—
Singen (Singing)	2	2	2	2	2	½	½	12	2	2	2	2		½	½
Rechnen (Arithmetic)	4	4	4	4	4	4	4	28	4	4		4	4	4	4
Raumlehre (Geometry)	2	3	1	—	—	—	—	6	—	—	—	—	—	—	—
Heimatkundlicher Anschauungs-Unterricht (Local knowledge)					3	—	—	3					3	—	—
Erdkunde (Geography)	2	2	2	2	—	—	—	8	2	3	2	2	—	—	—
Naturkunde (Nature knowledge):															
Naturgeschichte (Natural history).	1	2	2	2	1	—	—	14	1	1	2	1	1	—	—
Naturlehre (Natural philosophy)	2	2	1	—	—	—	—		1	1	1	—	—	—	—
Chemie (Chemistry)	1	—	—	—	—	—	—		1	—	—	—	—	—	—
Zeichnen (Drawing)	2	2	2	2	2	½	—	11	2	2	2	2	2	½	—
Turnen (Gymnastics)	2	2	2	2	2	2	2	14	2	2	2	2	—	—	—
Handarbeit (Sewing)	—	—	—	—	—	—	—	—	3	3	3	3	3	3	—
Sa.	32	32	30	28	28	22	22	194	32	32	32	30	28	22	22

It would scarcely serve the purpose of this report to discuss in detail the exact differences between the above ; in the main they are differences of arrangement and terminology. For example, "Deutsch" in No. (2) is made to include "Anschauung" (observation lesson) and "Schreiben," which a redifferentiated in No. (1). What is of more importance to note is the laying down by the municipal educational authority of a time-table, or rather of a quantity-of-time table to be adopted in all its schools.

Two special features.

Reference might now be made to two principles or tendencies characteristic of the curriculum as a whole :—

(*a*) The principle of Anschauung (observation, intuition, concrete).

(*b*) The development of oral expression.

These two principles go very closely together, particularly in the instruction of the younger classes. "Aller Unterricht muss von der Anschauung ausgehen" is one of the maxims of German pedagogics, and the maxim is strongly reflected in the methods of the Gemeindeschule. "Anschauung" means literally "looking at." There is a definite Anschauungs-Unterricht for the youngest classes, but this is rather a particular example of a tendency strongly permeating the whole system. As an educational "Prinzip," Anschauung means observation, objectivity, a continuous reference to the concrete as paving the way for the abstract. It was first advocated by Von Rochow, and was developed by Pestalozzi and his successors. It aims at correcting and completing by direct observation the concepts possessed by the child, at enriching his mind by fresh observations, at advancing by gradual steps from the familiar to the strange, from the known to the unknown. In the youngest classes the instruction in reading, writing, arithmetic, drawing, nature study, is all invarying degrees based on Anschauung,

while later on we trace it in such subjects as geometry, geography, and history, where models, pictures, maps, and plans are continually resorted to, to deepen and vivify the ideas gained from the printed page.

In Scotland, infant classes generally begin with the alphabet and the elementary reading-book, the object-lesson being something of an "extra," in which much useful and stodgy information is often imparted to the youthful mind—not always on subjects within its range of actual experience—and then retracted under an incessant fire of jerky interrogatories.

The "observation lesson."

The Berlin child begins in a different way. With him the "observation lesson" is the starting point. It is maintained that the child in his natural intercourse at home with his parents, brothers and sisters, and playmates, has equipped himself with a certain rudimentary supply of words and ideas, which concern themselves mainly with objects that have fallen within his own range of vision. He has learned to speak in a language, the purity or corruptness of which will largely depend on his environment. It is on these two lines, his rudimentary knowledge of simple objects and his power of simple speech, that his first school instruction proceeds, individual words and their constituent *sounds* (with the corresponding letter names) being reached by a gradual analytical process. In the "observation lesson" such objects as are in the schoolroom, or again, the child's body and limbs, his food, his clothes, his home, his street, etc., anything, in fact, which he can see, or has seen, are made use of. But even in this early "observation lesson" one cannot fail to note how the foundations are laid for developing oral expression—for teaching the child Sprachfertigkeit. Just as the child comes to school with his rudimentary ideas, and has these gradually corrected and extended by "observation," so also in this lesson the power of speech he brings with him is taken up and developed from the beginning. He is asked to describe what is placed before his eyes; he is made—and this is naturally the first difficulty—to speak in a distinctly loud tone of voice; and he is made to answer in a sentence or sentences. For example, the teacher's watch was taken as the subject of an "observation lesson" in a class of pupils newly come to school. One heard such little sentences as "This is a watch"; "from the watch hangs a chain"; "on the face of the watch are figures," etc. Every now and then some child is made to recapitulate the whole account, *e.g.*, to repeat the above three sentences—a process to which great importance is attached.

Oral expression well developed.

There is nothing which strikes a visitor to the Prussian Gemeindeschulen more forcibly than this development of oral expression. In the "Allgemeine Bestimmungen," formulated in 1872 by the then Education Minister, Dr. Falk, particular instructions were given on the point. It was pointed out that for this practice in oral expression no separate "lesson" was needed: it had rather to pave the way for the reading and writing lesson, and to accom-

pany it in its further stages. It was laid down that in the lowest division of the school the material to be employed was to be the simplest objects, and those best known to the children, in the middle division group-pictures and the like should be used, while the reading-book supplied suitable material for the higher classes.

To the careful carrying out of this excellent advice is undoubtedly to be attributed the remarkable results visible in the Gemeindeschulen at the present day. This faculty of expression is carefully nursed in all subjects and in all classes. The reading lesson is summarised and retold in the pupils' own words, the poem for recitation is similarly treated, in lessons on history, geography, and nature knowledge, the same process is very noticeable, while in arithmetical calculations a verbal and connected statement of the various steps in the solution is required from the pupil. Such expressions as "erzähle bitte," or "erzähle, was wir gelesen haben," or "zusammen fasse" are continually coming from the teacher, when a lesson has proceeded a certain length. In a very young class one heard the teacher say, "Tell what you know about the watch." In the higher classes the pupils would give an oral account of Schiller's life, the state of the army in Frederick the Great's time, a description of the play "Wilhelm Tell" witnessed by them at the theatre, or would give an excellent resumé of a science lesson on Torricelli's tube and the barometer. The results were excellent, one pupil being often asked to pick up the narrative where another left off, while the class, as a whole, might be asked to criticise any looseness of expression or grammatical inaccuracy. Thus it is sought to train the pupils to greater self-reliance in utterance: they must not be content to sit and listen and absorb (or not) the teacher's ideas: their brains are kept working, for at any moment they may be called upon to give back the ideas in clear, logical order, and clothed in a proper dress: the pupils are not so much "taught at," but each in turn usurps the teacher's part.

Type of question used by Teacher.

Stress is also laid on the close connection between speaking and writing the language. When the child is trained to express its ideas correctly and connectedly, *viva voce*, written composition becomes a comparatively simple matter. Even in the second school year the pupils are made to write a few sentences, composed and practised orally first, on some object lesson, *e.g.*, on Autumn, or to write the substance of some simple poem committed to memory.

Close Connection between oral and written composition.

The main features of this oral composition, as developed in the Gemeindeschulen, would seem to be: (1.) That a beginning is made at a very early stage; (2.) That it is systematically developed in every successive class; (3.) That it is regarded as an organic part of practically every branch of the curriculum.

The whole subject is one that has undoubtedly been more developed in Prussia than in Scotland, though increased attention has been paid to it in our schools during recent years. It is probable that in this connection, differences of national characteristic and temperament come so far into play. It may be quite true that

Question of oral expression in Scottish schools.

our school boy is apt to be shy and self-conscious, shrinking from anything suggestive of display; and yet experience has shown that a great deal of this apparent shyness can be overcome by careful training, and that the practice of oral narration, often admirably done in infant classes, deteriorates in the higher classes of schools, mainly because it has been allowed to lapse. That the practice is, within reasonable limits, an excellent one, can scarcely be denied. A boy or girl ought to be able to express his or her thoughts in a more or less clear and connected manner, and it may be freely granted that our schools have still a good deal of leeway to make up in this respect. On the other hand, the process can be overdone, and it would be a mistake to regard this exercise as a panacea for all the infirmities of the school course. We must beware of attaching too much importance to mere form of expression. The manners of the school slowly but surely influence the manners of the race; and the thought, that an over zealous attention to oral expression may perhaps one day banish the by no means displeasing bashfulness of youth, and with it that reserve, that is often but a symbol of strength, and gradually evolve in its stead a self-satisfied and precocious chattering—surely such a thought may give us pause. It is not uncommon to attribute to his systematic training in oral narration the conversational facility of the Prussian peasant, but one feels inclined to regard as not unconnected with this source also, a less enviable trait in his character, viz., his deplorable verbosity; and possibly, after all, the somewhat Spartan brevity of our Scottish schoolboy may be a thing ultimately more defensible.

The curriculum in detail.

But something must now be said about the individual subjects of the school curriculum.

1. Religion.

Schools denominational.

In Berlin and Charlottenburg there are Evangelical schools and Catholic schools, both maintained by the communities. In schools where the majority are evangelical, though there may be a dissenting minority of Catholics or Jews, the latter receive religious instruction from teachers of their own creed. For the year 1902 these creeds were represented numerically as follows in the Gemeindeschulen of Berlin:—

Evangelical	94,573
Catholic	9,233
Jewish	2,030

Jewish pupils in Charlottenburg.

Catholic religious instruction was given in the twenty-two Catholic schools; in the others the instruction was evangelical, but in thirty-nine of them Jewish instruction was given as well. Every child must receive religious instruction of some kind. In the Charlottenburg schools, Jewish pupils may (*a*) take the evangelical lesson, if their parents take to the police a declaration of their willingness, or (*b*) receive instruction from a Rabbi engaged by the Stadt to teach them twice a week in the afternoons, or (*c*) may be privately instructed, evidence to that effect being produced.

Th Clergy and the schools.

The religious instruction generally is under the supervision of the clergy. Pupils of thirteen years of age attend classes held twice a week during the year by the clergy in preparation for Confirmation (Confirmanden-Stunden). The clergy have for long held the right of holding these classes in the forenoon—an arrangement much objected to by many teachers, as interfering with the usual morning work, and necessitating afternoon school twice a week. The religious lessons are subdivided and set forth for each class with great minuteness in the official Grundlehrplan.

For example the Lehrstoff for Class III. in the Charlottenburg Evangelical schools is thus sub-divided:

(*a*) Biblische Geschichte; (*b*) Das heilige Land; (*c*) Perikope und Bibellesen; (*d*) Bibelkundliches; (*e*) Lieder; (*f*) Katechismus; (*g*) Sprüche.

Example of the work prescribed for a class.

The first heading, Biblische Geschichte, is thus prescribed:—

Klasse III.

a) Biblische Geschichte.

Der Unterricht in dieser Klasse strebt die Zusammenfassung der heiligen Geschichte in Lebens- und Zeitbilder an, die sich um die in den Vorklassen behandelten Einzelgeschichten gruppieren.

1. Die Schöpfung und das Paradies, VII—IV.
2. Der Sündenfall, VII—IV.
3. Kain und Abel, V—IV.
4. Sündflut, VI—IV.
5. Die Patriarchen und Joseph, VII—IV.
6. Moses.
7. Josua.
8. Richter.
9. Saul, David, Salomo.
10. Teilung des Reiches.
11. Elias.
12. Elisa.
13. Johannes der Täufer.—Seine Gefangenschaft und sein Tod.
14. Die Jugendzeit Jesu.
15. Taufe, Versuchung.
16. Gespräche: Der reiche Jüngling.
17. Gleichnisse:

Zu behandeln sind:

Säemann.
Arbeiter im Weinberg.

Die Texte sind zu wiederholen von:

Barmherziger Samariter.
Verlorener Sohn.
Reicher Mann und armer Lazarus.
Pharisäer und Zöllner.

18. Wunder:

Zu behandeln ſind
- Königiſcher.
- Kananäiſches Weib.
- Gichtbrüchiger.

Zu wiederholen ſind:
- Hochzeit zu Kana.
- Stillung des Sturmes.
- Jüngling zu Nain.
- Speiſung der 5000.
- Petri Fiſchzug.
- Hauptmann zu Kapernaum.
- Zehn Ausſätzige.

19. Leidensgeſchichte.

20. Auferſtehung, Himmelfahrt und Pfingſtfeſt.

The instruction to be given in the Catholic religious lessons is laid down with similar minuteness. Apart from the set religious instruction, one is often struck by the way in which the teacher points and inculcates the moral to be drawn from the narrative in the reading or history lesson.

2. *The German Lesson (Deutsch).*

The large amount of time assigned to this lesson in the time-table is the clearest indication of its importance. It is a more complex lesson than the title at first suggests, but each branch included in the whole is so made to play into the hands of the others that the aim of the lesson as a whole is never forgotten. Each of the Grundlehrpläne is explicit in telling what is to be taught in the "German" hour. That of Berlin says: "The lesson in German should lead on the children to complete certainty in the oral and written use of their mother tongue. This object is to be attained by the use of the Primer (Fibel) and the reading book, regular exercise and instruction in speaking, free compositions by the pupils, and, in the lowest classes, by the 'observation-lesson.'"

Comprehensive nature of the German "lesson."

The Charlottenburg programme says: "The German language-lesson should make the child capable of correctly comprehending the thoughts of others represented in word and writing (Sprachverständnis), and of correctly giving back his own thoughts in word and writing (Sprachfertigkeit)." It sub-divides the lesson as follows, with the intimation that all the sub-divisions must stand in the closest relation to one another in all classes:—

Its aims.

1. Anschauungs-Unterricht (Observation lesson).
2. Lesen (Reading).
3. Sprachlehre (Grammar or language lesson).
4. Rechtschreiben (Spelling).
5. Aufsatzübungen (Composition exercises).
6. Schreiben (Writing).

1. As regards the "*observation lesson*" enough has already been said.

2. *Reading* is of two kinds, Kursorisch and Statarisch.

Reading.

The former (Kursorisch) means the fluent and intelligent reading of a passage, attention being directed mainly to correct expression, phrasing and the like. In the latter (*Statarisch*), to which great importance is attached, the contents of the reading lesson are largely kept in view. The lesson is analysed, summarised, and orally given by the pupils; in fact there is extracted from it every form of intellectual exercise of which it admits. Reading is begun by various methods, generally the "Schreiblesemethode," all of which, however, are phonic, *i.e.*, the sounds and not the letters are differentiated. As the sounds are thus differentiated, their symbols are written, so that writing often develops alongside of reading. It is an interesting fact that since the Code of 1872 the spelling method of learning to read has been forbidden. ("die Anwendung der Buchstabirmethode ist ausgeschlossen.") One found in use various forms of "reading-machines," in which the letters, printed on square blocks, could be moved to form any combination of sounds desired. The quality of reading, as judged by what one heard in numerous classes, seemed remarkably good. It is, as a rule, clear and distinct, great attention being paid to proper modulation and expression, to develop which the practice of simultaneous reading is often employed even in the highest class. The reading books used are of complex content; the teacher may employ one of a few which have been officially sanctioned. They are generally larger than ours, are made to last longer, and are, at least in the higher classes, without illustrations. In the passages included in the books, it is not difficult to see that great care has been taken to make the children acquainted with many of the best products of the national literature, a remark equally applicable to the passages set for recitation. Prose and poetry are both represented and both memorised. By the inclusion of extracts dealing with History, Geography, Natural History, and the old national legends, the reading lesson is made to play into the hands of other branches, and to take its place in one organised whole. One cannot but observe how there is carried out in practice in the schools the doctrine thus enunciated by one of the most recent methodologists: "Das Lesebuch ist nächst der Bibel das wichtigste Buch in der Volksschule." (The reading-book is, next to the Bible, the most important book in the elementary school.) In the higher classes the biographies of the leading poets are also gone into, attention being directed to such features of their lives as tend to the better understanding of their works. Apart from the materials in the reading book, the highest class generally reads one of the easier classical pieces, *e.g.*, Wilhelm Tell, die Jungfrau von Orleans, Minna von Barnhelm, and sees it acted at the theatre. From the fourth school year upward, particular attention is paid to the analysis and summarising of the materials of the reading book, with a view to the oral reproduction of the substance of the passages

"Spelling" method forbidden.

Correlation of subjects.

Summarising the reading lesson.

in shortened form. One could not fail to be struck by the great proficiency achieved by the pupils in this valuable exercise. In the upper classes home reading is largely encouraged, and the school library is generally a very popular institution.

3. *Sprachlehre* (*Grammar*).—Grammar is carefully developed from a very early stage; for a proper understanding and a correct use of the mother-tongue, it is regarded as essential that the pupils should be familiar with the necessary laws and forms of speech. It is on this practical side of the subject that emphasis is laid, and the more theoretical knowledge of general laws and rules is strongly discouraged. A "language book" is generally employed, in which the exact division of the subjects for each school year is carefully made. In this connection, too, continuous reference is made to the reading-book. In the upper classes one frequently heard "Analysis and Parsing" in full swing; pupils were drilled in verb-formations even to the uttermost tenses, while "subject," "object," and all the rest of the traditional jargon sounded strangely familiar in the foreign tongue.

Grammar teaching.

4. *Rechtschreibung*.—To ensure correct spelling, copying from the reading-book, composition exercises, dictation, and the evolving and application of a certain number of orthographical rules are chiefly employed, but the pitfalls of spelling are in German, as compared with English, comparatively few.

Spelling.

5. *Aufsatz* (*Composition*).—Two points might be noted as regards the teaching of composition:—

Composition.

(*a*) That the way for written composition is paved by the lessons in oral expression, begun from the very beginning, and kept up systematically throughout.

(*b*) That written composition is begun at a very early stage, in the one set of schools in the second, and in the other during the third school year, and gradually developed as one advances through the curriculum.

Two special features.

Great attention is paid in the teaching of composition to graduate the exercises in point of difficulty.

The kind of exercises employed in the lower classes are these:—Copying of short sentences from the reading-book, writing down of easy sentences to dictation, writing from memory short sentences or short poems learned from recitation, the writing down of answers by the pupils to a few easy questions asked by the teacher about some object discussed. From these elementary beginnings advance is gradually made to the simple story, the description, and the more advanced stages of free composition.

Gradual development of Composition.

With the exception of the lowest, every class in the Charlottenburg schools does a dictation exercise once a week.

6. *Schreiben* (*Writing*).—Writing is, in most schools, taught with pen and ink from the beginning, and the results are surprisingly satisfactory. The subject is complicated by the child's having to

Writing in ink from the beginning.

learn both the German and Latin script. Slates are little used, being regarded as insanitary. In the highest classes the copy books take the form of ordinary business documents and letters.

3. *Arithmetic* (*Rechnen*).

Arithmetic claims its place in the curriculum of the Gemeindeschulen on two grounds: first, its practical significance in daily life; secondly, as a form of intellectual exercise: hence it is often called "the Logic of the Volksschule." The field of work covered is roughly this:—

Work covered.

(*a*) The four "Spezies" (our four Rules) applied to concrete and abstract whole numbers.

(*b*) The four "Spezies" applied to Fractions.

(*c*) The rule of three (die Regeldetri) leading up to the most important forms of "business Arithmetic" based upon it.

(*d*) The Decimal system.

It can scarcely be denied that the teaching of the subject proceeds on lines more rational, more systematic, and more effective than those generally employed in our schools; by "more rational" one means that the pupils work much less by mechanical rules, and understand and can tell better what they are doing; by "more systematic," that the instruction is much more of a gradual development from concrete to abstract, an inductive process, whereby the rule emerges from numerous particular examples; by "more effective" that the corresponding amount of work has been covered by the pupils at an earlier stage, and that the pupil leaving school at fourteen has covered a wider range.

Comparison with Scottish schools.

Numbers are regarded as being "many-sided" (vielseitig), *i.e.*, they are not symbols designed to illustrate the four elementary rules, but the four rules are so many different aspects or ways of manipulating numbers. These different aspects of number can be seen, in rudimentary form, as well within the narrow number-area 1–10, as in the larger areas, and so instruction is at first confined to operations within this range, and a basis is laid within these limits for addition, subtraction, multiplication, division. The area 1–20 is next treated, then 1–100, then 1–1000, and so on to numbers of unlimited extent.

Great importance is attached to the fact that in number-building the elementary instruction should be built on Anschauung, *i.e.*, observation, sense-impression, the concrete. To ensure this, one found various concrete materials in use in the schools: *e.g.*, small equally-sized pieces of wood like matches, cubes, balls, weights, coins, etc. At other times strokes or points on the black board, window panes, pupils, etc., might be utilised as examples. During the first days of instruction one heard the pupils' hands, eyes, legs, being appealed to, to give the ideas of 2 and 1.

Development from the concrete.

All elementary operations are first performed in the concrete, and the child is gradually led to form the abstraction from the actual repeated objects to the number of times the repetition is

made. For the first two years the instruction is confined purely to mental calculation, and throughout the whole curriculum mental arithmetic is very strongly developed, not so much as a special kind of calculation, but in close organic connection with paper work. "There is only one kind of counting," say the Germans, "counting with understanding" (Verstand). The examples set are generally of a very practical nature, and are not very involved; there is, indeed, a very real correspondence between them and the actual calculations of the average citizen in daily life, greater stress being now-a-days laid on the utilitarian, than on the disciplinary value of the subject in the Gemeindeschule. Another interesting feature is that the arithmetic lesson is regarded as being a language lesson as well; here, too, there is that careful nursing of oral expression, which is so characteristic of the curriculum as a whole; one frequently heard the pupils called upon to stand up and give an oral account of their solution to a given problem. The work covered in each year is not allowed to be considered that year's work alone, systematic revisal (Wiederholung) forming a definite part of the scheme for each class.

"Counting with understanding."

Revisal.

The excellent practice of making a pupil work an example on the blackboard and explain the various steps of the reasoning is frequently adopted in the upper classes. In the newly-formed highest classes of the Berlin schools, algebra is taught as far as simple equations involving one or more unknown quantities. Space forbids even the barest outline of the various stages through which the teaching of arithmetic has passed in Germany since Pestalozzi broke with the purely mechanical teaching of the subject by rules. It is interesting to trace how the emphasis has been laid now on the disciplinary, now upon the utilitarian value of the subject. One can note two tendencies at present at work:— (1) a simplification of the subject; (2) the calling in of the other branches of the curriculum (under Herbartian influences) as a concrete basis for practical calculation. While advance along these lines is to be regarded as interesting and progressive, one must remember that in the past history of this subject (as in that of others) the access of new ideas has generally been accompanied by a tendency in the pendulum to swing too far, and evidence is not wanting in Germany to-day in support of the view, that what the subject gains in simplification and added interest, may, unless care is taken, be counteracted by a loss of thoroughness and backbone. A wise moderation and a happy compromise would appear to be the soundest course. Some idea of the rate of progress made in teaching the subject in the German schools might be given by shortly indicating the work of each school year in the Charlottenburg Gemeindeschulen.

Development of Arithmetic in Germany.

Class VII.—1st School Year—*four hours a week.*

Work covered in each school year in Charlottenburg.

During first half-year the numbers 1–10 are treated, and a basis laid for the four rules; then 1–20 in last half-year. The commoner

exercises are :—(1) Zerlegung, *e.g.*, |||=||+|; (2) Zuzählen, *e.g.*, ||+|=|||; (3) Wegnehmen, *e.g.*, |||−||=|; (4) Vervielfältigen, *e.g.*, || ||=2+2=2×2=4; (5) Enthaltensein und Teilen, *e.g.*, 2 in 2=1; ½ of 2=1. In the numbers from 11 to 20 great attention is paid to the idea of the "ten" (Zehner).

Class VI.—2nd School Year—*four hours a week.*

Numbers 1–100.—Similar exercises as above on widened number area. Includes, therefore, the mastery of the multiplication table up to 10×10=100 (das kleine Einmaleins), division exercises within the multiplication table, with or without remainder; and outside the limits of the table, division of multiples of ten without remainder. With the multiplication and division, fractional forms appear.

Class V.—3rd School Year—*four hours a week.*

Numbers 1–1000.—Similar exercises in the increased number range. Multiplication and division with two figures. Numeration, addition, and subtraction, in numbers of unlimited range. Preliminary lessons in fractions, beginning with the fractions of the coins, etc., and the application of fractions to prices. The way is paved for the decimal notation by emphasising the values of the unit's place, tens' place, hundreds' place, etc., and the effect of multiplication and division by multiples of ten.

Class IV.—4th School Year—*four hours a week.*

Multiplication and division within unlimited range. The non-decimal measures (*e.g.*, weeks, months, dozens, etc.), and their application to prices; reduction and "resolving," and the four rules in compound concrete numbers in the non-decimal measures. Compound concrete numbers in decimal notation (*e.g.*,1,75 M.). Decimal system of money, weights, and measures; reduction, "resolving," addition, and subtraction in decimal values. Easy examples in the "rule of three" involving only whole numbers.

Class III.—5th School Year—*four hours a week.*

Multiplication and division in decimal values; calculation of time between two given dates; subject of fractions treated as a connected whole, with the various operations therein involved. Addition and subtraction with vulgar and decimal fractions; multiplication and division of decimals, when multiplier and divisor are whole numbers.

Class II.—6th School Year—*four hours a week.*

1. Multiplication and division of vulgar and decimal fractions completely treated.

2. Simple exercises in "business" arithmetic—or, as the German more expressively name it, "citizen" arithmetic (Bürgerlich

Rechnungsarten)—averages, simple rule of three, interest, profit and loss, discount, proportional parts.

3. Exercises taken from other branches of the curriculum (geometry, history, geography, science).

4. Exercises explaining and dealing with workmen's insurance of various kinds.

Arithmetic and Socialism.

This last has really been included in the course of the Gemeindeschule in accordance with the Imperial decree of 1889, that the schools should make known to the children the benefits conferred on the working classes by the Imperial House.

Class I.—7th and 8th School Years — *four hours a week.*

Work for Girls.

Further practice in "business" Arithmetic, with the addition of stocks and present worth. Simple Book-keeping and business procedure. Elementary Algebra. The Arithmetic for girls in these classes includes, apart from "business" Arithmetic, calculation of the content of rectilinear figures and of the circle: also exercises dealing with house-keeping matters and the keeping of a household account-book.

4. Geometry (Raumlehre).

Geometry.

Geometry is the other mathematical subject of the curriculum. It is taught in the last three years of school life. In Class III. the subject is taken in close connection with Geometrical Drawing, and is treated on Anschauung principles without scientific proof. The field of work includes elementary ideas of plane and solid, straight and curved lines, different kinds of angles and their measurement, triangles, quadrilateral and multilateral figures. In the Berlin schools the two highest classes go on to develop accurate demonstration, deducing the new truth from the already known. In Class II. this method is applied to lines, angles, triangles, and quadrilaterals; in the highest class the circle, multilateral figures, and the simpler solids are discussed. Frequent examples are worked, and much attention is paid to neat and careful paper-work. In the girls' schools, the subject is taught only in the two upper classes and without demonstration. The subject is included in the curriculum of the Gemeindeschule, not primarily as a mental gymnastic, but to ensure that the pupils have, on leaving school, some acquaintance with the elementary properties of simple figures, which are regarded as indispensable in almost every branch of practical industrial life.

Euclid unknown.

5. Heimatkunde, Geography (Erdkunde), and History (Geschichte).

In both the Berlin and the Charlottenburg schools a beginning is made to Geography and History in the third school year. In the Berlin schools this elementary beginning is made in the "Anschauung" lesson of Class VI., while in the Charlottenburg schools the lesson gets the special name of the "Heimatkundlicher-An-

Local Geography a preparation for more general geography.

schauungs-Unterricht. This is the Heimat-Kunde or "local knowledge" lesson, which is regarded as propaedeutic to both Geography and History and Nature Knowledge. The idea is, that in these branches a beginning should be made at home—which itself is but an example of the wider principle continually emphasised in German paedagogics "Begin within the child's actual range of observation and experience, with the concrete, and develop outwards from that." In the Charlottenburg schools the lesson has two sides—the one tending towards Geography and History, the other towards Nature Knowledge, so far as it concerns the more familiar plants and animals. The "Anschauung" element in the title is shown by the continuous employment of actual objects, maps, models and pictures, wherever possible. This topographical feature, begun to pave the way for Geography proper, is developed to form a part of the Geography lesson in every class up to the highest. The subjects treated at first are the school and its immediate surroundings, points of the compass, main streets, squares, bridges, public buildings, churches, etc. Then the local river (Die Spree), its source, course, fall, island, peninsula, docks, canals, etc.; next, the local heaths and woods (known to most of the children) give the rudimentary ideas of flat and rising ground, hill and valley, mountain chains, etc. Similarly the street traffic and railway stations are dealt with, while Berlin and the neighbourhood suggest the difference between the capital town, town, and village, and so the extension to the Province of Brandenburg is made. The lesson includes also some elementary ideas about the sun, moon, and stars.

Also continued through all classes.

Later, one finds such subjects handled as the development of Charlottenburg, its older gas-lighting, present electric lighting, water supply, tramways, suburban railways, statues, municipal administration, law courts, etc., till in the highest class the Heimat is treated as a centre of trade, science, and art. This is always an extremely interesting lesson to listen to. The writer remembers finding a class of beginners in the subject working before a large map of the district. The school was first located, then the chief streets and squares in the neighbourhood; the pupils were asked how they would go from one place to another. The writer remembers telling the class in what street he lived, and asking it to tell how he came to school that morning. It was surprising to find how readily alternate routes by tram or train were suggested, and traced on the map. The teacher then very kindly recapitulated with the class some of the work they had covered. The Rathaus was discussed—where was it—what was it—why so called— the various magistrates in it, and so on. The main thoroughfares were traced; the churches, the water system, the fire-station (which had been visited) were in turn dealt with. Throughout all, the great importance attached to oral narration by the pupils was very marked. To the question "Give some account of the different kinds of schools in Charlottenburg,"[2] the writer remembers a little boy standing up and beginning, "One may distinguish in Charlottenburg three kinds

Examples of topics treated of.

of schools; firstly, the Gemeinde or Volksschule; secondly, the Gymnasium; thirdly, the Realschule or Realgymnasium," giving local examples of each kind of school. In another school one heard a very interesting lesson given by the Rektor on the different kinds of property as illustrated by the public buildings in Charlottenburg, *e.g.*, "To whom did the school buildings or the church buildings belong? To Stadt or Staat? Were they municipal or State property?" So the Royal palace—whose property was it?—and so on, the ideas of private, public, and State property being evolved.

On the more historical side of the Heimatkundlicher-Anschauungs-Unterricht a beginning is made with some account of the present Emperor and his family. One remembers noticing the familiar knowledge the children seemed to have of the various members of the Royal House, and the readiness with which they could tell the dates of the various Royal birthdays.

The lessons then proceed backwards to the Emperor's more immediate predecessors, story and incident being frequently resorted to, to interest the children. In similar fashion some of the most important local historical associations are touched upon.

This whole subject is one which an intelligent teacher can make delightfully interesting to a class, but it certainly postulates intelligent teaching. A pleasant introduction and concomitant to Geography in the wider sense, it conveys to elementary classes impressions much more living than those dreary paper definitions of the obvious river and the self-evident hill.

Geography, then, is taught on the expanding principle—working from the home, through the province, to Germany as a whole, then to Europe, and to the world with particular reference to German colonies and spheres of influence. A third element in the lesson is that of physical and astronomical Geography, which is carefully developed through all classes, frequently by the aid of excellent models. Indeed it is quite characteristic of a German "Stunde" (lesson)—this way in which a certain amount of subdivision of the subject takes place, and each aspect receives some treatment during part of the hour.

A German "Stunde."

In the teaching of History, the history of the "Fatherland" is generally first dealt with. In the Charlottenburg schools the work covered in Class IV. is from 1740 to the present day, from Frederick the Great to the present Emperor. In the Berlin schools, the classes of the middle division study German history from its beginnings to the end of the Thirty Years' War. The higher classes devote themselves mainly to a study of Prussian history from its beginnings to the present day. The biographical method largely predominates, events clustering round the great personalities. In the upper classes "Kulturgeschichte" is also touched upon, such points as the condition of the peasants, of trade and communication, and the like being taken up. As regards the teaching of the subject to girls, it is laid down that the war exploits and incidents should be curtailed, and attention should be paid to the life-portraits

History.

Biographical idea emphasised.

of the famous women in the different periods ; and in the " culture-history " that the position of women in the social structure at these periods should not be neglected. As one might expect, the patriotic note is very frequently sounded in the History lesson: in fact no opportunity is lost at school of imbuing the youthful mind with love for the ruling House and for the Fatherland. In this connection the Emperor's famous appeal to the schools to counteract the spread of Social Democracy by the inculcation of patriotic ideas, will readily occur. It might be mentioned that one heard complaints that the field of History to be covered by the higher classes was too wide to be effective.

Close connection of Geography and History.

Geography and History are made to go closely together, and in the instruction of each branch the objective element is very pronounced. Reference to statues and buildings (in which Berlin is so rich), to pictures of countries, heroes, battles, to models, maps, and plans of campaigns is extensively made to vivify the dry bones, and to stimulate interest. The excellent oral narration by the pupils was in this subject, as in most others, particularly noticeable.

6. *Nature-Knowledge (Natur-Kunde).*

The aim of the Nature-Knowledge lesson is professedly twofold—

Two Aims of Nature Knowledge Teaching.

1. A material aim—to impart to the pupil a certain amount of knowledge about nature in a form suited to his grasp, including that which has marked bearing on practical life, *e.g.*, the laws of health.

2. A formal aim—to train the pupil's senses and particularly his power of observation, to develop his power of thinking, by leading him from particular phenomena to some idea of more general law ; and to strengthen his feelings by awakening sympathy with plant and animal life, and admiration for Nature's beauties.

In pursuance of these aims the subject is divided into two heads—

Two Divisions.

A. Nature-History (Naturgeschichte).

B. Nature-instruction or Science (Naturlehre).

Apart from the Anschauung lesson, a beginning to the subject is made in Class V.—the third year of school life in the Charlottenburg schools, the fourth in the new Berlin organisation. The subject as a whole, is gone into much more fully than in our schools, and much more time is devoted to it, *e.g.*, in Classes III. and II. of the boys' schools in Berlin, Natur-Kunde receives four hours a week. The first division of the subject corresponds roughly to what we call Nature-Knowledge, or rather to Nature-Knowledge as interpreted in many of our schools, though some branches of division Bare also sometimes included. It concerns itself with the phenomena of plant and animal life treated so far as possible with actual specimens, or, failing these, very well-executed models.

The principles adopted in teaching the subject are those which are so characteristic of the whole instruction, the beginning with the familiar, the proceeding from the near to the more remote, the insistance on direct observation by the pupils, and the children being made to speak as much, and the teacher as little, as possible. In the Charlottenburg schools Natural History is taught to the Senior Division under three sub-divisions. A, Botanik; B, Zoologie; C, Anthropologie. Under the last heading are included some account of the human body, the more important of the simple laws of health, and (in the highest class) first aid in cases of accident. In this connection the writer remembers hearing an interesting lesson on the bones of the body, during which was introduced the method of procedure in case of a fracture. Reference has already been made to the fact that one found in some of the Charlottenburg schools plants being grown in a border running round the playground to illustrate the lessons in Nature-Knowledge. In large towns such instruction dealing with real plant life must always be somewhat difficult, but it may be mentioned as an interesting illustration of municipal co-operation, that plants were lent to the Berlin schools for the purposes of this lesson by the Parks' Deputation of the city, twice weekly during the summer months. In this connection school excursions are also turned to account.

Expanding principle of Instruction.

The second division of the subject is called Natur-Lehre, and is really a course of elementary science, but the two branches are taken in close relation to each other. Empirical observation of particular phenomena in Nature is not enough. The pupils must be led on to the idea of Nature's laws, and to the causes producing the common effects. The instruction is not to be confined to any one branch of science, but the outstanding facts of the various branches are to be gone into, particular attention being paid to such phenomena or principles as are of importance in domestic, industrial, and commercial life,—those of domestic life applying to the instruction of girls, the latter two to boys. In the two highest classes of Charlottenburg schools this branch of the subject receives two hours a week, and the broad facts of the following scientific branches are touched upon:—Heat, Magnetism, Electricity, Mechanics, Sound, Light, Chemistry, and Mineralogy. Experiment is naturally largely employed, and one could not help admiring the admirable apparatus continually in evidence. Excellently though the subject was generally treated in the schools, one had a vague impression that rather much was attempted.

Elementary Science.

The writer was present at a lesson (under the heading of Mechanics) on the various forms of the Balance. The pupils were girls. The question of Moments was gone into with considerable minuteness, and the teacher, whose teaching power was obviously of a higher order, remarked at the end, that he was afraid the subject was "ein bischen abstract" for his pupils.

7.—*Drawing* (*Zeichnen*).

Drawing—a return to Nature.

In the teaching of drawing "a return to Nature" has taken place, the tendency being to substitute the commoner actual objects for the more formal pattern and geometrical figure. Free-arm drawing (or, as the Germans call it, freehand drawing) is not yet taught in the schools of Charlottenburg, but was officially introduced into the Berlin schools with the new Grundlehrplan of 1902. The results are still somewhat tentative. As with us the teachers have been attending classes to study the subject. One came across several classes of young pupils at work. The apparatus supplied consisted of stiff cardboard squares with a supporting leg behind, very much like photograph frames. These stand on the flat part of the desks and have to be held in place by the pupil's left hand; they appeared to be far from steady. To these frames sheets of grey pack-paper are attached by movable clasps. Black charcoal, not chalk, was used for drawing, the objectionable dust being thus avoided. The children, when drawing, were sitting two at a desk, and the arms were in most cases much bent at the elbow. In fact there was little of the nature of free-arm about it at all, and this in one case the teacher admitted, pleading, however, the novelty of the subject and the lack of proper equipment. The results were not so good as one sees at home. In the early classes the instruction takes the form of "memory drawing." The children are asked to draw simple objects, with which they are familiar, not from a copy, or model, or the object; but from memory. Every child comes to school with some rudimentary notion of the form of (say) a plum, a spoon, a wheel, etc., and this it is asked to draw. The first attempts are naturally often somewhat primitive; but the child is encouraged to observe the object closely, at home, perhaps, and is made to repeat its efforts next day. One saw the teacher take two of the pupils' exercises, a good one and a bad one, and ask the class to say which was the better, and wherein lay the weakness of the other, a form of procedure readily responded to by the pupils. In the first school year the drawing lesson goes in close connection with that of "Anschauung." It may be added that a few of the pupils draw on the blackboard, and that the instruction is class instruction. In the middle division, drawing from the actual object largely takes the place of this memory drawing, though the former is not entirely given up. Flat objects, such as leaves, and the like, are naturally first dealt with. Pencil and paper are now introduced, and sometimes colouring. In the senior division the drawing is of two kinds:—(1) *Freihand*—a continuation of drawing from the object with effects of light and shadow; (2) *Linear* drawing, which is taken in close connection with the lessons on geometry—including the drawing of geometrical forms, projections of solids, drawing to scale and the like. In the subject of drawing as a whole one would say, from what one saw, that our Scottish schools produce quite as good work, and in the lower classes at least, work considerably better.

Free Arm Drawing.

Comparison with Scotland.

Memory drawing.

Geometrical drawing.

8.—Physical Exercises (Turnen).

Every class in a Berlin school receives two hours' physical training in the week. This is much more time than Scottish schools have hitherto generally assigned to the subject, though as a result of the Royal Commission on Physical Training marked improvement in this respect is beginning to be observed. In one large Edinburgh school each of the lower classes now receives a quarter of an hour's drill every day. All the teaching of this subject in Berlin is done in the gymnasium, and none of it in the class-room. A teacher of gymnastics and the class teacher usually co-operate in the work. In the youngest classes the lesson consists of free exercises and of childish games organised by the teacher and participated in by the pupils with the keenest relish. In the middle division of the school most of the time is devoted to gymnastic exercises proper, the exact course of instruction for each class being minutely laid down in the Grundlehrplan. Games are made to form a part of the instruction throughout. In the upper classes the instruction falls under four heads :—(1) Free exercises ; (2) military marching and formations ; (3) gymnastics proper ; (4) games. One saw various classes at different stages of development, and the exercises were generally very smartly and precisely done. The work done in some of our best schools would, however, have nothing to fear in the matter of comparison. The musical accompaniment to drill is unknown in Berlin ; several teachers of junior classes seemed greatly taken with the idea on one's mentioning it. The piano is not employed in the schools ; the instrument used for singing purposes is the violin. Failing music, singing on the march is sometimes practised. Despite the regulations forbidding gymnastic exercises involving risk of accident, one could not help thinking that some of the exercises on the parallel-bars were somewhat dangerous. Indeed falls seemed by no means unknown. The gymnasium is, as a rule, admirably fitted up, and can often accommodate two classes at a time, though one found that the Rektors did not favour such an arrangement. Drill in German schools is naturally but a foretaste of a severer discipline later on, and in such instructions to the teacher as that "the necessary explanations must be short and concise," we cannot but feel that even here we are under the shadow of a military *régime*.

Physical exercises two hours a week.

Musical accompaniment to drill not used.

9.—Singing (Gesang).

The singing was generally of remarkable excellence, and was delightful to listen to. The professional singing-master is not resorted to ; the work is usually in the hands of the class teacher, or of some one class teacher who has specialised the subject. The classes of the middle and senior divisions receive two hours instruction per week in this subject. The lesson usually consists of various parts :—(*a*) Ear and voice exercises ; (*b*) Volkslieder ; (*c*) Choräle ; (*d*) Liturgie ; (*e*) Notation.

Excellent singing.

The higher classes are generally grouped for singing, and the more spacious aula is often used for this purpose. One was struck by the very distinct enunciation, and by the way the pupils were taught to open the mouth. The appeal to the patriotic instinct is naturally also made through the medium of song. It is the commonest of incidents to meet on the outskirts of a German town a band of schoolboys or troop of soldiers, whiling away the return journey from some expedition by a rousing chorus as they march along. Indeed it is laid down in the Charlottenburg Grundlehrplan that the singing lesson "should rouse the children to sing in house, and field, and wood." (die Kinder zum Singen im Hause, in Feld und Wald anregen.) The violin is, as has been said, the instrument used in the singing lesson. It is an interesting fact that the student in the Seminar, who is musical, receives instruction in three instruments, violin, piano, and organ. The songs to be sung and the various exercises for each class are definitely laid down. Many of the Volkslieder one heard were rendered with remarkable taste and beauty, but on this whole subject we probably touch on national characteristic—which is only another form of admission, that the Germans do it better than other people.

The violin in school.

10. Sewing (Handarbeit).

As regards this subject one should be inclined to say—speaking without expert knowledge—that the work seen was not so good as that done in Scottish schools.

Beginning and end of the curriculum.

Something might perhaps be said as to the initial and final stages of the curriculum. There would appear to be in the Gemeindeschulen little development of infant teaching as a special branch. Indeed such an idea is foreign to the German's point of view: to him the curriculum of the elementary school is regarded as one organic whole, in which the beginning, middle, and end are of equal importance, and in which any special weight laid on one part would be regarded as destroying the balance of the whole. One is particularly struck by the fact that in the boys' schools the infants are taught by men and not by women. One remembers one's feelings of surprise on finding a class of some sixty infants presided over by a man of excellent physical development. There was a distinct element of incongruity in the situation. The Prussian idea would seem to be that the sooner the boy comes under masculine discipline, and has instilled into him the germs of law and order, the more readily adaptable will he become to the military machine later on. By this system the change from home to school life, from the régime of the mother to that of the teacher, is, undoubtedly, rendered more abrupt, and one has a strong impression that the children in our infant rooms have a much happier time during their early school years. Those recreative branches, which serve (and in due moderation wisely serve) to alleviate the lot of our youthful captive, are to his little brother in the Gemeindeschulen of Berlin unknown. He must swallow the pill of learning without jam.

Men as Infant Teachers.

Work given a practical turn towards end of curriculum

Towards the end of the curriculum, and particularly in the last school year, every effort is made to make the instruction as practical as possible: by practical one means, bearing as directly as possible on the actual conditions of daily life, among which the pupils will move on leaving school. A few examples might be given. There is used, for instance, by the highest class as an exercise book what is called a "Formularheft." It is composed of the ordinary business and postal documents employed by the average German in everyday life. Envelopes, post-cards, telegraph-forms, documents for transmission of parcels by post or rail, cheques, receipts, etc., are all represented. Each of the pupils possesses a copy of this book, is made to fill up each of its contents, and is thus rendered familiar with the actual documents (and in Germany they are not a few) of daily life before leaving school. Similarly, too, Arithmetic might be cited as a subject in which "das bürgerliche Leben" claims to have its needs anticipated in the elementary school. It is maintained that youthful wits can be sharpened quite as well on useful as on useless types of sums. The most casual perusal of the text books employed in the schools show how admirably this idea is carried out. Apart from the usual course of simple business Arithmetic and a course of Book-keeping, we have questions (in the boys' schools) taken from such subjects as workmen's insurance and benefit societies, while in the book used by the senior girls of the school one finds a "Preis-verzeichnis," *i.e.*, a table giving the average Berlin prices of the ordinary household commodities, *e.g.*, fruit, vegetables, drink, washing, clothing, etc.—this table being utilised as a basis of numerous practical examples. One remembers hearing part of the Arithmetic lesson to a highest class of boys turned thus in a practical direction. A bill was proposed somewhat as follows: A man had sent so many post-cards, so many registered letters of given amounts, so many parcels of given weight, etc., and the pupils were asked from their own knowledge of postal rates to calculate the cost. Again, the class was made to send a telegram. The teacher asks—Whom are we to send it to? A name is proposed by the pupils, then an occupation, and an address. The example actually proposed and written on the blackboard was—

.n,
Herrn Baumeister Voigt,
Kupfergraben Strasse 3
Berlin.
"Ich bin glücklich angekommen."
Otto Voigt.

"What will it cost to send this message?" is the next question. This the pupils calculate, knowing the local telegraphic rates. Then it is asked, "Could we not send the same message more cheaply?" After various proposals by the pupils for the omission of non-essential words in both address and message, it is found that the cost of the message can be reduced from 80 to 50 Pfenn. The lesson seemed

to be greatly relished by the pupils. So, simple business letters are set for composition exercises. The lessons in Geometry are also given a practical turn, and the same tendency is noticeable in the lessons on Local Geography, Nature Knowledge, and Science. *E.g.* in connection with the science lessons it is laid down in the Grundlehrplan (bei der Anwendung der Gesetze (*i.e.*, of Nature) ist möglichst Beziehung *zum praktischen Leben* zu nehmen) that practical life is to be continually kept in view. Again, such subjects as the kinds of food and their respective values, the importance of fresh air, breathing exercises, physical cleanliness and bathing, clothing, exercise, first help in accidents, the sick-room, are dealt with, according to their suitability for boys and girls, during the last school year. But it is not to be thought that all the instruction in the last school year is of this mildly utilitarian nature. The largest amount of time is given to the mother-tongue. This is made the medium of the intellectual and aesthetic training. Apart from the selections in the advanced reading books, some classical piece is read as a connected whole, *e.g.*, Wilhelm Tell or die Jungfrau von Orleans. Again as models of style, short prose passages of high literary value are memorised and home reading is largely resorted to and encouraged: the whole aim and importance of this aspect of the curriculum being thus admirably stated in a sentence from the Berlin Grundlehrplan "Auf diesem Wege wird es gelingen, das Lesebedürfnis zu vertiefen und die Kinder bei ihrem Austritte aus der Schule mit einem dauernd wirksamen Bildungstriebe in das Leben zu entlassen."

The general idea identical with that of our "Supplementary Courses."

In a word, one finds in these city schools of Berlin and Charlottenburg the instruction towards the end of the elementary school course, proceeding on lines identical with those, which the instruction follows in the Supplementary Courses of our own schools.

A language taught to *selected* pupils.

The experiment of teaching a modern language to selected pupils has recently been started in the Charlottenburg schools. Those taking it must begin in the third year before leaving school, so that at least a three years' course of instruction in the language is thus ensured. Of the alternatives offered, viz., French or English, the former has been generally selected. It is taught by teachers who have qualified themselves by residence abroad and who teach the language conversationally. This affords a parallel to our idea of making a beginning with secondary subjects to selected pupils in schools where there is a supplementary course, and where there is difficulty in getting the pupils drafted to a secondary school at an early enough age.

Records of Work.—These are carefully kept. At the beginning of each school-semester, each class teacher draws out beforehand a record of work to be overtaken in each week of the coming half-year. This is criticised and supervised by the Rektor. At the end of each week during the term, each teacher makes another record of the work actually overtaken. By thus comparing the intention with

the result achieved, the Rektor is enabled at any time to see what progress each class is making. Marked exercise-books and papers all pass through the Rektor's hands and are countersigned by him.

Meetings of Inspectors and Teachers.

Conferences.—The inspector of a district generally holds once a year a conference at which all teachers in the district are present, and at which questions of educational interest are discussed. Apart from this meeting the inspector has a certain number of conferences with headmasters (some ten in the year). After each of these the headmaster has a meeting of his staff and the results of the inspectoral conference are retailed. The inspector generally visits the schools once a year, the visit being unannounced. There is no special report sent to each school. There are special inspectors for gymnastics and sewing.

The school and theatre.

Certain Adjuncts to the Curriculum.—The instruction imparted at school is backed up in various interesting ways. For example, the pupils in the two highest classes are taken once a year to witness at the theatre a play which they have previously been carefully studying at school. Wilhelm Tell and Minna von Barnhelm have thus been studied and witnessed. One was informed by the teachers that the representation was looked forward to by the pupils with the keenest interest. All the more striking passages are memorised by the pupils in school, who are thus enabled by their previous study, to take a very intelligent interest in the performance. Why should not the higher classes in our elementary town schools study one of the easier plays of Shakspeare and see it acted, say, when Mr. Benson's excellent companies pay their annual visit? The cost could scarcely be regarded as an insurmountable obstacle. Visits are likewise paid by the pupils of the Gemeindeschulen to the Zoological Gardens and by the higher classes, also to the Urania (a scientific museum) and to the Aquarium. School excursions might also be referred to as examples of this excellent practice.

IV.—Provision for the Welfare of School Children.

Health of pupils.

It would scarcely be too much to say that considerations of health and of the physical welfare of the pupils are the most striking features of school-life in Germany to-day; in fact, school hygiene is rapidly becoming a special branch of science with a rapidly increasing literature of its own. The ways in which the educational authorities give evidence of a fostering care towards the children entrusted to them, are very numerous, but they may perhaps be divided into two main divisions.

Subdivision.

A. The recognition of, and attention paid to, defects of body and mind. Something will be said under this head as to (1) the doctor in school; (2) the education of "defectives"; (3) instruction of stammerers, lispers, and deaf-mutes.

B. Schemes for the amelioration of the lot of poor children, such as feeding poor children, supplying play-grounds and the like.

A. (1) *The Doctor in School.*—If defects of body or mind are to be discovered, recognised, and attended to, recourse must naturally be had to the doctor, and the appointment of school doctors must be regarded as one of the most important of recent developments. The whole question has been fully discussed in Germany during the last twenty years. Wiesbaden led the way in 1898, and in most of the large towns to-day the school doctor is an established institution. Indeed, in the newer Charlottenburg schools, the doctor has a special room of his own, in which one saw the weighing machine, apparatus for measuring height, tests for sight, and so forth. In Charlottenburg one doctor has charge of every two schools. In 1901 Berlin made a beginning by appointing ten doctors. It might perhaps be interesting to enumerate the duties of the school doctors as officially laid down. They are these :—

Importance of school doctor.

Official duties of school doctor.

1. To examine children on their first admission as to their fitness to attend school. The parents or guardians have the right to be present at this examination.

2. To examine children proposed for Neben-Klassen (*i.e.*, classes for defectives), especially also as to defects in the organs of special sense, and in these cases with the co-operation of a specialist.

3. At the request of the Schul-Deputation or Rektor of the school, to examine a child kept from attending school from alleged sickness.

4. To furnish a written certificate as required by the existing school regulations.

(*a*) In suspected or observed cases of contagious diseases, or of bodily impediments in school children.

(*b*) In suspected or observed conditions detrimental to the health of teachers or scholars in the school buildings or its equipment.

5. To examine within definite periods the school-buildings and class-rooms during or after school-hours, previous intimation having been sent to the Rektor, and to report on any observed hygienic defects.

6. The observations made by the doctor in his official capacity are not to be published unless ratified by the school deputation.

7. The doctors are to be periodically summoned to consultations with a specially nominated member of the Schul-Deputation, and the chairman of that body.

Doctor in Continuation Classes.

The question is now under discussion whether the doctor should not have a say in the Continuation School also, where young lads, exposed to the dangers of city life, might have the benefit of his warnings and advice. It is not improbable that the next man to get admission to schools will be the dentist; his claims to admission will certainly be difficult to dispute. In last week's number (Jan. 14th) of a Berlin educational paper, there appeared a short paragraph under the heading "What next?" announcing that a certain Ger-

What next?

man town has ordered that "gargling exercises" (Gurgelübungen) be practised in their schools. The reason assigned is that in throat troubles gargling is often ordered, and that children often cannot do it, nor can their parents help them. Why not then teach them in school? The writer of the article wittily remarks that in this way we may perhaps be able to snap our fingers at diphtheria, but if we have gargling in schools, why not also have a course of the X-rays! But this by the way. It has been said that the children on coming to school undergo medical examination at the hands of the school doctor, unless the parents care to have the requisite document (Gesundheits-schein) completed by their family doctor. To take the case of Charlottenburg, a notice is sent to the parents informing them that on such and such a day the medical examination of their child will take place in the school, and requesting the presence of the mother or father. The writer was permitted to be present at such an examination in one of the schools. Some thirty infants were gathered in a class-room with their mothers. The medical examination, which is extremely thorough, proceeds on the lines indicated by the Health Schedule. The little boys, who seemed to rather enjoy the ordeal, were stripped; heart, lungs, and other organs were carefully examined. The general constitution is noted. The mothers are questioned as to childish ailments—What sort of food does the child get? Does it get much milk? Does it eat well or not? and so on. There are columns in the Health Schedule for entries on the following particulars: height, weight, breast measurement, breast and stomach, skin diseases (parasites), spine and extremities, eyes and keenness of vision (Sehschärfe), ears and hearing, mouth, nose, and speech; remarks and suggestions for treatment in school; communications to parents; remarks of teacher. For example, on the occasion of my visit, a child was found to be suffering from hernia, and was forbidden the gymnastic class.

The medical examination of children.

In Charlottenburg the idea is that the children found to have definite defects are put "under control," and are examined every year, or oftener, by the doctor, while in the case of pupils classed as "normal," the various statistics of weight, height, and chest measurement are taken every year by the class teacher. In this way a health schedule accompanies each child throughout its school life, and anthropometric statistics of a very valuable kind are easily collected and preserved. In the Report of the School Deputation for 1901, one reads that ten doctors examined 2,547 entrants to school as to their fitness to begin school life. This was the first year of medical inspection. Of these, 321 children (*i.e.* 12·3 per cent.) were refused admission as being "unfit." The grounds of "unfitness" were various—general bodily weakness, recent serious ailments, scrofula, anæmia, insufficient mental development, tuberculosis. In a large number of children heart troubles were discovered, these having been in the majority of cases previously unknown to the parents. When these weaknesses

Anthropometric statistics.

were discovered and made known to the teachers, proper supervision could be exercised over such children in regard to gymnastics and running exercises. The fears originally entertained that the parents would object to having their children medically examined proved groundless. The parents, almost without exception, showed themselves grateful and welcomed the doctor's advice, realising that the educational authorities had the children's welfare at heart. The refusal to admit "unfit" children proved in reality a benefit to both children and school—a benefit to the children, as they were given a chance of developing and of growing stronger before beginning school life; a benefit to the school, as it was freed from unripe material, from which only meagre and unsatisfactory results could reasonably be expected. Sometimes if a teacher suspected a child to be in an unhealthy state, he sent it direct to the school doctor to be examined. In this way, too, considerable assistance is got in the struggle with tuberculosis. Young children infected with the disease are kept from school, and older pupils, if detected with it, are sent away and put on proper lines of cure.

As regards the Charlottenburg schools, the following statistics are taken from an official publication (1900) from the statistical office:

Zahl der im Jahre 1899 untersuchten Kinder:

Constitution		Zahl der untersuchten Kinder		Prozent der Gesammtzahl	
		m.	w.	m.	w.
Allgem. Constitution	gut	179	139	24	19
	mittel	520	540	70	75
	unter mittel	14	16	2	2
	schlecht	33	31	4	4
Zahl der untersuchten Kinder		746	726	100	100
Aerztliche Kontrolle angeordnet		153	140	21	19

In this case it will be seen that 1,472 children (746 boys and 726 girls) were medically examined in the year 1899. Of these only 24 per cent. of the boys and 19 per cent. of the girls were classed as being of "good constitution." Four per cent. of each were of "bad constitution," and 2 per cent. of each were of "less than medium" constitution; the remainder were of "medium constitution." Furthermore, 21 per cent. of the boys and 19 per cent. of the girls examined were ordered to be placed under "medical control." A further result of the examination was that 60 per cent. of the boys and 63 per cent. of the girls had to be classed as

being "not completely normal" (nicht völlig normal). The "abnormalities" are thus further classified :—

Bezeichnung der nicht völlig normal befundenen Körpertheile	Ueberhaupt		Auf die bezeichneten Körpertheile Prozent	
	m.	w.	m	w.
Bruſt und Bauch	90	80	20	18
Haut	84	86	19	18
Wirbelſäule und Extremitäten . .	53	62	12	14
Auge und Geſicht	91	90	20	20
Ohren und Gehör	36	44	9	10
Mund, Naſe, Sprache	91	95	20	20
Ueberhaupt nicht völlig normale Kinder	445	457	100	100
Prozent der unterſuchten Kinder . .	60.0	63.0	—	—

An interesting comparison might be instituted between these results and those published in the Report of the Royal Commission on Physical Training in Scotland, but for the present it will be sufficient to argue from them along two lines :—

Royal Commission on Physical Training in Scotland.

(1.) To emphasise the extremely important part which the doctor must play in school life.

(2.) To suggest that the evidences of so-called national degeneracy do not seem to be confined to our country.

A comparison on two points.

Indeed the evidence would seem to indicate that it is the physique rather of a certain species of city type, than that of the national type, that prima facie appears in danger of degeneration. On the other hand, as the word degeneracy implies comparison with a previously more perfect condition, it would be only fair to recollect that in the golden days, when our national physique was presumably unimpeachable, the doctor was not set on to hunt out, and tabulate, and obtrude his grim statistics of lurking diseases.

The school-doctor in Berlin and Charlottenburg is, as has been indicated, the official appointed by the local authority to attend to considerations of health in their schools. Recently, however, the central authority has ordained that all public and private schools, subject to the superintendence of the "Regierung," (*i.e.* Volksschulen, Mittelschulen, höhere Mädchenschulen, Fortbildungs,- und Fachschulen, etc., but *not* the secondary schools) should be examined periodically by a medical official as to all questions affecting school health. Just as the Kreis-Schulinspektor inspects the schools regarding their educational efficiency, so the Kreis-Arzt inspects them from the hygienic point of view.

Medical supervision of the schools by central authority.

Some of the "district-doctor's" functions might perhaps be enumerated.

1. He has to visit, as a rule once every five years, each school in his district in summer and winter alternately, and examine into such points as the school buildings and their equipment, position and size of the rooms and the number of pupils taught in them, condition of the buildings, ventilation, heating, temperature, lighting, cleanliness, kind and arrangement of the school-desks, position and equipment of school offices, arrangements for drinking-water, playgrounds, and arrangements for physical exercises, etc. Likewise also the general health of the pupils.

2. He has also, apart from the regular visit, to visit schools on other occasions to inquire into defects, to get the teachers interested in questions of school health, and to discuss these at teachers' conferences in the district.

3. Plans of all new schools, and of alterations in old ones, are to be submitted to him.

4. Except in exceptional cases, no school or class is to be closed on account of contagious disease without his approval. In such cases he has to conduct an inquiry on the spot, and first see whether less drastic measures may not be sufficient.

5. To stir up and to support to the best of his power an interest in schemes of public utility within the sphere of school hygiene, *e.g.*, the sending of poor children to the country, the establishment of day nurseries in towns, etc., etc.

(2.) *The Education of "Defectives."*—It may be taken that the doctor in the course of his examination will discover various types of abnormal children, and that he will be able to advise the teacher how to handle such cases, so far as this is possible in a curriculum drawn up for "normal" pupils. There will also, however, come under his observation (and under the teacher's observation) cases of that more difficult type, which we roughly designate "defectives." About the treatment of this class of pupils in Berlin and Charlottenburg something must now be said. There would seem to be three methods of dealing with pupils, who, owing to defects in, or to arrested development of the mental organism, are unable to pass through or to derive benefit from the ordinary school course—they being unable in particular to develop there the minimum of intelligence and proficiency necessary for daily life.

Ways of dealing with "Defectives."

(*a.*) We may neglect them entirely, as being hopeless and not worth troubling about.

(*b.*) We may gather them into classes formed in a few of the public schools suitably situated.

(*c.*) We may organise them into separate schools, which will have special teachers, special organisation, special educational aims of their own, adapted to the special type of pupil to be dealt with.

It may be said in a word that these "defective" children (Schwachsinnige Kinder) are very carefully attended to in both Charlottenburg and Berlin. In Charlottenburg there are two special schools for them, called Hilfsschulen, while a third is now being built. Berlin has up till last year (1903) been instructing "defectives" in *special* classes in many schools, but a special school for them has now been opened. The names for such classes or schools are significant: they have generally to be somewhat euphemistic in character. In Berlin they are called Neben-Klassen, *i.e.*, extra classes or by-classes: in Charlottenburg Hilfsklassen and Hilfsschulen, *i.e.*, Help-schools, in which the pupils are assisted to overcome their deficiencies. In other towns they are sometimes called Special-schulen, *i.e.*, "Special schools." The schools are generally organised in three ascending divisions. As to their size, one of those in Charlottenburg is composed of five mixed classes of eighty-eight pupils, taught by six teachers. Another has six mixed classes of ninety-four pupils, taught by seven teachers. The Nebenschule of Berlin has about 100 pupils under nine teachers; but there are in Berlin altogether seventy-eight Nebenklassen with 1,023 pupils. The teachers are paid at a higher rate and have shorter hours than those teaching in the ordinary schools. In this way they are encouraged to specialise in this difficult sphere of work. Visits were paid to the Berlin Nebenschule, then newly opened, and to one of the Hilfsschulen of Charlottenburg. The head of the former (Herr Arno Fuchs) has had much experience in this kind of work, and has written a very interesting book on the subject (Schwachsinnige Kinder—Ihre sittliche und intellectuelle Rettung.)

Special schools.

One found that the classes were small (ten or twelve), and that boys and girls were taught together. The procedure in the admission of children to these classes or schools is interesting. The child is usually allowed two years in the ordinary classes of the Gemeindeschule first. If at the end of this time he is suspected of being "defective" and is regarded as a likely subject for a Nebenklasse, a special schedule, proposing the child for such admission, is drawn up, partly by the Rektor of the Gemeindeschule and partly by the school doctor. The Rektor enters such details as the date of his entering school, periods of absence, class reached, degree of attainments reached in reading, writing, arithmetic, and memory work, behaviour and character, any observed mental defects, and the like. He also indicates the home circumstances of the pupil, significant questions to be answered being "Geniesst das Kind Tabac oder Alkohol?" and "Is the child fit for work?" The Rektor adds his remarks and suggestions and hands the document to the doctor, who, after filling in the requisite details, gives his opinion on the case. The matter is then referred to the district inspector of schools, with whom rests the ultimate decision. This document (Personalbogen) has two entries made in it each semester, one by the teacher of the Nebenklasse and the other by the doctor, so that it follows the pupil throughout his school course. Some writers on the

Admission to these schools.

Co-operation of head-masters and school doctor.

subject hold that two years is too long to allow the "defective" to remain in the Gemeindeschule, and that it is very important to put him on special lines of instruction as soon as possible. The chief point to be noted about the actual instruction is that it professes to be almost entirely utilitarian in aim. The idea is to give the "defective" such instruction of a practical nature as will enable him to get along in life, and prevent him becoming a burden to himself and to society. Reading is of a very elementary character, and arithmetic is largely confined to calculation of the prices of the ordinary commodities. One heard such questions put to the classes as the cost of so many pounds of meat or sausages, of so many bottles of beer, and so on. Considerable importance is attached to the "observation lessons" in which such things as the streets, the traffic, means of communication, post office, etc., were discussed. The great importance of sanitary and hygienic habits were strongly emphasised to such pupils, and much good is effected by a careful course of physical exercises. Discipline is often a difficult problem. One could see that several of the pupils, of a markedly neurotic type, could scarcely be got to sit still. Various forms of kindergarten, also woodwork and cardboard work for the boys with sewing for the girls, are found helpful for these pupils, to whom the progression through an ordinary school course would be quite hopeless. It was wonderful to see what progress had been made by the pupils in the upper classes, many of them, thanks to this special treatment, developing very fair powers of intelligence. The cases naturally vary much, and the instruction has often to be, to a considerable extent, individual. For those leaving school an evening continuation class has just been started in Berlin.

Curriculum.

One naturally asked whether there was much difficulty experienced in getting the parents to send their children to those Hilfsschulen. It was admitted that occasionally objections were taken. As a general rule, however, the parents began to see that the children were making no progress in the ordinary school, and a short experience of the Hilfsschule convinced them that they were only consulting the best interests of the children in sending them to these establishments. In proposing such a step to the parents considerable tact has to be used. The parent is not generally told that his child is "a defective," and must therefore go to a Hilfsschule. It is suggested that the child shows weakness in concentration, or that he has some defect in his speech, or is rather deaf, etc., etc., and that he should go "somewhere," where he will receive more individual attention in a smaller class. Evidences are not wanting that in Prussia at no distant date the parents of such "defective" children will be compelled by statute to send them to such schools. The objections raised against such institutions, that they are costly, and at best but of little avail, in that the pupils later on can be of little or no service to the community, seem clearly answered by the following facts. Statistics for the year 1898, of all pupils attending Hilfsschulen in Germany, show that 72 per cent. became fully self-

Parents.

Objections.

supporting, that 19 per cent. became partly so, and that only 9 per cent. remained helpless. Later statistics are even more favourable, showing that the percentage of them who became fully self-supporting was 83. To the objection that it is costly, it is replied that the investment is a sound one for a community, as less money will be required for the maintenance of such people in poor charitable institutions; that by educating them the lowest stratum of society is being raised, the need for police supervision is lessened, and the crop of criminals kept down. "Open a school," as the saying is, "and you may shut a prison." It can scarcely be denied that from considerations alike of moral responsibility, of humanitarian instinct, and of expediency, every large city community must take action in this important matter. Indeed the question is as much a social as a pedagogic one. Answered.

It is satisfactory to know that in some of our large communities something is being done in the matter. Mr. Scougal's Report on the Western Division for 1902, shows that, in Glasgow and Govan, classes have been opened in various schools for "defectives." This would seem to be a step in the way towards completer organisation. It does not appear that Edinburgh has yet done anything in this connection. There would be an *à priori* presumption that in Edinburgh, as in most other large towns, some such special provision would be necessary. The writer was, however, painfully surprised at the results which special enquiry into this matter in the Edinburgh schools disclosed. In deciding as to who exactly are "mentally defective" children, the opinions of two persons in particular would be most important, viz., the headmaster of the school and the school doctor. There being at present no school doctors to consult, enquiry was made from each of the headmasters how many pupils he had in school whom he would be inclined to regard as "mentally defective." It was found that the numbers so regarded amounted to 297 children. Making every allowance for the varying interpretations that might reasonably be put on the words "mentally defective," and admitting that there may be among this number some children who may be only very stupid, still we cannot escape the fact that there are at present in the Edinburgh Public Schools nearly 300 children, who are, *prima facie*, likely candidates for admission to a school for "backward" children (some such comparatively inoffensive title might be suggested). These are children who, through no fault of their own, are able to derive practically no benefit from the curriculum of an ordinary school, and yet are compelled at present to drift about among the infant and lower classes, helplessly and hopelessly, the sport and jest of their companions, the very flotsam and jetsam of the school. When it has been conclusively shown in other countries that, by gathering such pupils together, by putting them in the hands of special expert teachers under a curriculum specially adapted to their needs, the large majority of them can be turned out self-supporting members of society, surely a community which

Comparison with Scotland.

Exact state of matters in Edinburgh.

deprecates or postpones action in the matter can only be regarded as having seriously failed to realise its responsibilities. For such cases as these alone, the introduction of the doctor to our schools is absolutely indispensable.

3. *Stammerers, Lispers, Deaf Mutes.*—The word "defectives" has been used above in the sense of mentally defective children; and it has been shown that in Berlin and Charlottenburg the tendency is to collect these pupils into special schools. One heard the teachers of these schools talk of "normal" and "abnormal" defectives. By the latter phrase was meant mentally deficient children who also suffered from specific defects of the sense-organs. For such pupils there are special classes in the Hilfsschulen, and these classes are attended also by pupils from other schools, who, though mentally normal, may suffer from impediments of speech or the like. One was struck by the extreme thoroughness and scientific method that characterised the teaching of these classes. Similar courses for stammerers are given in a few of the Charlottenburg Gemeindeschulen as well. The educational estimates of that community show an item of nearly £200 spent on this instruction. The writer was present at a lesson given to a special class of stammerers and lispers in one of the Charlottenburg schools.

Scientific methods.

The instruction was given by one of the school staff, who had specialised this subject under a medical expert, and who was specially paid for the work. The pupils, some twelve in number, had come together from various schools for one hour a day for a course of ten weeks' duration. Cases, which after this period were found to be serious, were sent to a special establishment. The work was interesting in the extreme, and was evidently conducted in a thoroughly scientific manner, being in fact largely a practical application of scientific phonetics. The pupils were made to stand upon the seats and go through a regular series of breathing exercises, systematic exercises of various consonantal and vowel sounds were then gone into, the deep breath and the speaking in a monotone being particularly noticeable features. Each pupil then received more individual attention. For example, one child had trouble with the letter l, and for *Blume* would say *Bume*, and so on. Excellent progress seemed to be made.

An experiment.

A very interesting experiment with deaf children has been conducted in the Neben-Schule of Berlin during the past year. The Schul-Deputation entrusted to one of their expert teachers an inquiry as to whether deafness can or can not be improved by purely acoustic exercises. For the purposes of the experiment seven deaf children (Schwerhörige) of various degrees of deafness were handed over to him, having first been carefully medically examined as to their hearing powers. The methods employed were very interesting to watch. To ensure that the effects were produced by purely acoustic methods and not by a combination of acoustics and lip-reading, the pupils' eyes were bound during the lessons. The

No. 4.

Name: Schulze, Luise.
Geburtsort: Berlin; geb. 20. 11. 1892.
Stand des Vaters: Kohlenarbeiter.
Hörprüfung mittelst der Sprache:
a) Einzelprüfung der Laute,
b) Wortprüfung.

II

März 03. Reaktion für laute Sprache. März 03.

Reaktion für Flüstersprache.

I

Mai 02. Mai 02.
Reaktion für laute Sprache.
Reaktion für Flüstersprache

a l	a l	a l	a l	Reiz	a r	a r	a r	a r
	m 12,00		m 0	R. 35	m 0		m 11,00	
m 22,00	,, 3,00	m 1,45	,, 0	U.	,, 0	m 0,3	,, 3,00	m 22,00
	,, 4,00		,, 0,2	B.Laute14.	,, 0		,, 4,00	
,, 20,00	,, 5,00	,, 4,5	,, 0	O.	,, 0	,, 1,55	,, 5,00	,, 22,00
	,, 15,00		,, 0	K. 51	,, 0		,, 17,00	
	,, 13,00		,, 0,1	T. 51	,, 0		,, 17,00	
	,, 11,00		,, 0	F. 55	,, 0		,, 12,00	
,, 21,00	,, 10,00	,, 3,8	,, 0	A.	,, 0	,, 2,00	,, 8,00	,, 22,00
,, 20,00	,, 6,00	,, 0,2	,, 0	Ö.	,, 0	,, 0,25	,, 5,00	,, 22,00
,, 20,00	,, 1,00	,, 0,1	,, 0	Ü	,, 0	,, 0,15	,, 2,00	,, 22,00
,, 21,00	,, 2,00	,, 0,25	,, 0	E.	,, 0	,, 0,5	,, 4,00	,, 22,00
	,, 6,00		,, 0	S. 140	,, 0		,, 24,00	
,, 22,00	,, 2,00	,, 0,2	,, 0	J.	,, 0	,, 1,00	,, 2,00	,, 22,00
	,, 20,00		,, 0	Sch. 160	,, 0		,, 24,00	

0-0 m b 0 m
V. 0-0 m m. W. 0 m

0-0 m b 0 m
V. 0-0 m m. W. 0 m

2-3 m b 2 m
V. 2-3 m m. W. 2 m

I

6-6 m b 6 m
V. 5-5 m m. W. 5 m

Perzipierte die Konsonanten durch den Vielhörer. II

general idea was to observe the improvement in the distances from which the pupils would react to vowel and consonantal sounds of varying intensity, as the result of repeated practice. The teacher of the class (Herr Reinfelder) had invented an instrument, somewhat on the megaphone principle, which he calls the Vielhörer, and which is connected by india-rubber tubing with both ears of each pupil. As illustrating the great thoroughness with which the experiment was carried out, a thoroughness characteristically German, one ventures to subjoin (see preceding page) the tabulated results of reaction for one of the pupils treated from May, 1902, to March, 1903.

Its results.

The general result deduced from the experiment was, that the learning of speech through the ear alone by pure acoustic exercises is only possible in cases in which not only vowel sounds but the consonantal sounds also (or part of them) can be made out by the pupil, with the help of the speaking instrument.

Apart from the scientific interest of such an experiment, it is referred to as illustrating the sympathetic attitude of the authorities towards educational progress and development.

Instruction of "Deaf-Mutes."—Two interesting days were spent by the writer in visiting the Städtische Taubstummenschule (Municipal Deaf-Mute School) of Berlin. The school, presided over by the able and genial Direktor Gutzmann (a high authority in this branch of education), instructs some 200 pupils, and has a staff of twenty teachers. It is purely a day school: indeed it is maintained that the residential system should, where possible, be avoided for such an institution. In the first place, the difficulty of getting the parents to part with their children at an early age is thus got over, and, secondly, the fact that many children, similarly afflicted, are thrown almost continually on their own society, tends (it is argued) to foster rather than to overcome their infirmity. The pupils having to come from their homes every day by street or train or tram, many of them considerable distances, is regarded as forming an excellent adjunct to the "pure-oral" methods of instruction employed in school, as in the daily intercourse with the actual life both of their own homes and of the streets, they are continually called upon to understand (by lip-reading) what is said to them, and often forced to make themselves understood. The aim of the school is to enable the pupils, so far as possible, to take a part in ordinary life, and the "pure-oral method" (die reine Lautsprachmethode) is alone employed.

"Pure-oral" method adopted.

It would be out of place to enter here into any discussion as to the merits of rival methods or combinations of methods of "deaf-mute" instruction. It will be sufficient to say how strongly one was impressed by the careful, scientific, and successful application of the "pure-oral" method, as developed in this institution. The school at its commencement in 1875 took its place in the ranks of those institutions, which set their faces firmly against the use of "sign and manual" methods of instruction, and it claims to have

remained till now true to its initial principles, much (as its enthusiastic Direktor adds) to the blessing of its pupils!

Organisation.

The school is organised in three divisions and sixteen classes. Apart from mentioning the fact that the greatest weight is thrown on the development of speech in all the pupils, it is not proposed to give a detailed account of the curriculum. It is important, however, to mention that the pupils are got to school in the great majority of cases at the proper age, and that their attendance is excellent. Recently a "preparatory class" has been instituted admitting children who have completed their fifth year. For those leaving school, continuation classes are held. The institution of what are called "Elternstunden," when parents and friends are got to visit the school and to talk with the pupils, has been found exceedingly helpful, as tending to overcome what is always a difficulty with "deaf-mutes," viz., that while they can readily understand what their teachers say to them, they experience difficulty in following the lips of a stranger. For the year 1900, the municipality of Berlin spent on this institution 71,065 M. (say) £3,550.

Comparison with Edinburgh.

Some comparison is almost inevitably invited with such an institution as the Edinburgh Institution for the Education of the Deaf and Dumb. The comparison will here be confined to two points. It may be taken that in the Berlin institution:—

1. The pupils are got to school at a satisfactorily early age, and are thus enabled to leave it reasonably proficient.

2. That the municipality provides sufficient funds to enable the excellent work to be carried on.

Age of admission.

An Act was passed in 1890, (Blind and Deaf-Mute (Scotland) Act), according to which all deaf-mute children in Scotland should be under instruction from seven to sixteen years of age. How far this Act would seem to be effective may perhaps be shown by the following facts. During the last three years there were admitted at the Edinburgh Institution:—

8	pupils	at	the	age of	7 years.
4	,,	,,	,,	8	,,
4	,,	,,	,,	9	,,
5	,,	,,	,,	10	,,
3	,,	,,	,,	11	,,
1	,,	,,	,,	12	,,
4	,,	,,	,,	13	,,
1	,,	,,	,,	14	,,

i.e., of thirty pupils admitted, eight were admitted at the statutory age (3·7 per cent.). Such a state of things requires no comment. A case is known to the writer in which a boy progressed (as a "defective") through the curriculum of an Edinburgh Board School as far as the 4th Standard, presumably earning grant every year, was then sent to the Deaf-Mute School, and found to be so completely ignorant as to require to begin in the lowest infant class of that institution.

As regards the second point of comparison, viz., finance, the Report for the Edinburgh Institution for 1902 states that the financial year closes with a deficit of £1,327 6s. "The subscriptions and donations," say the directors, "have improved to a small extent, but are far from sufficient to meet even the ordinary expenditure of the Institution." That such an institution, which performs a necessary function in the educational organisation of every large city, should thus almost entirely fail to get its pupils at the right age, and should be compelled to depend largely for its efficient working on the precarious legacy and the casual half-crown of the charity subscriber—these facts cannot but be regarded as a grave flaw in our educational system, and surely no co-ordination of educational effort in the country could be regarded as complete, which failed to take into account all such excellent and necessary institutions.

Upkeep of such institutions.

B.—Schemes for ameliorating the lot of poor children.

Apart from the more directly instructional side of school-life and the careful attention paid to the health of the pupils, various expedients are adopted in Berlin and Charlottenburg to ameliorate the condition of poor and destitute children. Such expedients naturally often tend to verge upon charity, and indeed it might be remarked how admirably organised the charitable agencies of these communities appear to be. Furthermore, the various charities and the educational authorities seem to co-operate very effectively through the medium of the school. A few of the ways in which such help to poor children is afforded might perhaps be shortly enumerated.

Berlin charities.

(1) *Feeding Poor Children.*—Officially recognising the principle that it is useless trying to educate starving children, the Schul-Deputation of Berlin contributed last year £150 to the funds of a charitable society for feeding poor children. The children were supplied at school during the "Frühstück" interval with "Butterbrot" and hot milk or soup.

Breakfast to poor children.

(2) *Supplying Free Books, etc.*—Children, whose parents are poor, are supplied with free books and the materials necessary for writing, drawing and sewing. On this, nearly £4,000 was spent last year.

(3) *Play-grounds.*—The problem of supplying suitable recreation ground (Spiel-plätze) for children is always a difficult one in large congested cities, and especially so in the older parts of a town, where the poorer classes often congregate. The advantages, however, of keeping the children off the streets are so great that a strenuous endeavour has been made in Berlin during the last few years to effect improvement in this respect. In the report published by the Schul-Deputation for 1901, it is announced that the authorities have had the whole question under consideration, and that three new "recreation grounds" had been opened. From May till October children's games were organised twice a week, from four

to six o'clock, on nine such grounds, and on a larger number of school play-grounds, the latter being utilised for girls' games in particular. The games were supervised by from two to four teachers. In addition to this, the experiment was tried of instituting courses of games during the summer holidays in school play-grounds, and the recreation grounds, and of making occasional excursions from them to places of interest. The year before last ten, such recreation courses were organised, eight on school play-grounds and two on recreation grounds. Games went on every day during the summer holidays from 10 a.m. till 8 p.m. under a succession of superintendents. The attendance, especially during the afternoon hours, was very large. An excursion to some place of interest was made once a week, only those children being allowed to come who had taken part in the games. To supply recreation in winter-time, some of the recreation grounds were converted into skating rinks, to which, on certain days, boys, and on others, girls, were admitted free. Poor children were supplied with skates by a society which makes this its aim.

Children's games organised.

"Holiday-courses."

During last year these recreation courses have been extended and increased in number.

4. "*Kinder Horte.*"—In several of the newer schools one saw rooms called Horte—one for boys and another for girls. These are supplied with chairs and tables, and can accommodate some forty children each. In them the children of poor parents, whose work keeps them absent from home during the day, can stay from 2–7 p.m. under the charge of specially engaged superintendents. They are something of the nature of "day-nurseries." The children play and prepare their lessons, while food is supplied either free or at a nominal cost, according to individual circumstances. These rooms are kept up by a charitable society, the community co-operating by giving the rooms. One heard complaints from some of the Rektors that this arrangement was apt to be abused, and sometimes proved a temptation to parents to shirk the responsibility of looking after their own children—an argument not so much against the existence of such charities, as indicating the necessity of great care in administering them.

Charity in school—Co-operation.

5. "*Holiday-Colonies*" (*Ferien-kolonien*).—Another of the charitable organisations—maintained partly by public, partly by private support—which very directly touch the lot of poor school children, is that which organises the "Holiday-colonies." These consist in sending weak and sickly children to the sea-side or country to recruit. In the selection of pupils the school doctor has naturally a large say. The great increase in this excellent work is best shown by a glance at the figures for the last six years in Charlottenburg :—

Sending sick-children to country.

There were sent away to the country for some three weeks or longer—

in 1897	171	girls and	74	boys=245	children
„ 1898	194	„ „	118	„ =312	„

In 1899	199	girls and	141	boys	=340	children.
„ 1900	232	„ „	142	„	=374	„
„ 1901	265	„ „	188	„	=453	„
„ 1902	333	„ „	227	„	=560	„

Of the 333 girls sent in 1902, 299 were pupils of the Gemeindeschulen, and of the 227 boys, 207 were pupils.

According to the decision of the doctor the stay in the "Colonies" effected 274 cures, while in 286 cases "substantial improvement" was reported. The average increase in weight was 2·86 pounds, and the highest actual increase was 9 lbs. The whole cost was some. 25,000 m., (say) £1,250.

In the annual report of the authorities attention was called to the risk of recurrence or relapse to the children, when they return to the poor home conditions, and it is indicated that the Society's next care is to find ways and means of obviating this danger by a "winterliche Nachkur."—a supplementary course of treatment in winter.

To certain other adjuncts of the school which might perhaps be regarded as falling under this head, reference has already been made, such as the school baths, pupils' libraries, free visits to the theatre and to museums, and school excursions.

Résumé. *Short résumé of the whole subject.*—In the preceding pages it has been attempted to give some account of what is being done at present in the Gemeindeschulen of Berlin and Charlottenburg. In the first division of the subject, the general organisation of the schools was considered, and some of the leading points in connection with it were discussed. The questions of school attendance and of class promotion were next taken up, and reference was made to the admirable and effective means whereby children of school age are brought to school at the right time, and kept in regular attendance. It was maintained to be a weak spot in the system, that, despite these excellent attendance regulations, a comparatively small percentage of the pupils who left school at fourteen years of age did so after having gone through the full course of education prescribed. The various subjects of the school curriculum were then treated in some detail, with particular reference to the aims kept in view, and the methods adopted in teaching them; while in the latter part of the report, the provision made for the physical welfare of the children was examined. In this connection an endeavour was made to emphasise the great attention paid to all questions of school hygiene and the important step taken by the appointment of school doctors; on various points throughout, comparison has been instituted with the corresponding type of school in Scotland. With a few remarks of a more general nature one might fitly conclude the subject. In the first place no one is more conscious than the writer of how difficult a thing it is for a stranger, however hard he may try, to understand and appreciate adequately the educational system of a foreign country. In fact one realises

A foreigner's difficulty.

this the more, the more one studies the subject. An educational system is but one of the modes in which expression is given to national mind and national characteristic, and in some sense it is well nigh impossible for the foreigner to throw himself into the requisite attitude, and to adopt the proper point of view, to enable him to realise the significance of much in the schools that he sees and hears. In view of this, the above description and estimate of the Gemeindeschulen of Berlin and Charlottenburg are offered with all due diffidence.

This *not* a report on Elementary Education of 'Germany.'

Another point to be emphasised is, that this is no account of the elementary education of Germany as a whole, but an account of the urban schools of the capital city and its growing suburb. Much of the organisation and work must be, no doubt, typical of Germany as a whole, but there is much also which is not. Berlin is not looked upon as the pioneer of educational progress; it is not regarded in this matter as being the most "up to date" of the German cities. Indeed, the capital of a country is rarely the leader in such matters, changes having to be carried out over a very large area and involving very great outlay. Again, one must remember that in the Gemeindeschule the attempt is made to cater for a very definite type of pupil—viz., the pupil belonging to the comparatively humbler ranks of society, who comes to school at six, and who, in the vast majority of cases, leaves it at fourteen years of age. It is, of course, fully realised in Germany that education—primary, secondary, technical, university—must be regarded as forming one organic whole; but it is equally recognised that the place of the Gemeindeschule in the series of educational institutions is marked by certain very definite and peculiar conditions. It has essentially to deal with comparatively undeveloped children, with children reared amid simple, often primitive conditions of life, a fact which largely determines the area of their experience and mental range. Furthermore, it deals with children, for whom its own curriculum represents the only direct and systematic attempt to stir up and develop mental life. Hence arises the great importance attaching to the scheme of instruction for the Gemeindeschule, and the necessity of making it as complete and self-sufficing as it is possible for such a scheme to be. It is this recognition of, and endeavour to cater for, a definite type of pupil, that represents at once the strength, and possibly also the weakness, of the Prussian elementary school.

Special features of Elementary Education.

Strength of the System.

The strength of the system lies in the fact that the pupil, whose education is to cease at fourteen, goes through a course of instruction formulated with this fact kept clearly in view. Such a pupil is not compelled, in the interests of candidates who have to be discovered for higher instruction, to spend the last year or two of his school life on subjects, and in a manner, admittedly not the best for him. The fact that this type of pupil is in an enormous majority necessarily determines the type of school he is in, and the curriculum of instruction therein imparted. There is, on the other hand, a possible element of weakness in such a system. It is the duty of

Possible weakness.

the educationist to provide, so far as possible, that every child, gifted with the potential capacity to rise by its brains, should be put into the proper groove at the right time to enable it to make the ascent, and it can be objected that such a régime will often fail to discover and to promote promising talent. No doubt there is some truth in such an argument. At best, the whole matter is one for compromise, which may possibly be effected along two lines. Firstly, pupils of undoubted ability can generally be discovered before the age of fourteen, can be drafted to the proper type of school and put on the proper lines, as indeed is done in the case of pupils who pass from the Gemeindeschulen to the Realschulen.

In the second place, special attention can be paid even under such a system to specially selected pupils who are likely to advance. As evidence of this, one would refer to the teaching of a modern language (French or English) to selected pupils in the higher classes of the Charlottenburg Gemeindeschulen—a change recently instituted.

In the curriculum itself are found in wise combination the four elements of the moral and religious, the disciplinary, the aesthetic, and the utilitarian. While the higher aims of education are well kept in view, it is particularly remembered towards the end of the curriculum that the pupil will soon have to take his share in the practical affairs of life, and that it is the function of the school to reasonably anticipate the conditions of life, on which the pupil will, in all probability, be thrown, when his school-days are over; in fact, to bridge, to some extent, the gulf between practical civic life and the somewhat artificial conditions of life in school. As regards the teaching itself, one could not help being impressed by the degree to which scientific methods of instruction are in vogue throughout the schools. It is but the natural outcome of the German point of view, that pedagogy is a scientific branch of knowledge, based on psychological laws, that fresh discoveries are being made from time to time in this as in other sciences, and that any educational system which rests on the mechanical application of mere use and wont is as foredoomed to inefficiency and ultimate failure, as the doctor or chemist who declines to avail himself of the fresher discoveries of modern science. From this point of view it naturally follows that the teacher is kept in close touch with expert advice. The Berlin teacher has in his Grundlehrplan, not only an exact account of what he has to teach to his class, but also a short handbook indicating the most recent methods of instruction in the various branches. Furthermore, he is kept supplied with the best works on method, and he must study the theoretic side of his profession, for partly on this depend his chances of promotion. It will be objected that under such a régime the teacher is degraded to the level of a mere machine, and that he is not sufficiently left alone to work out his own ideas. One has even heard it called little short of a crime to interfere at all with a teacher's methods, as by so doing the authorities would be tampering with

Utilitarian element not excluded from curriculum.

Scientific aspect of Education.

Teaching methods and the teacher.

his liberty and cramping his personality, the free development of which is postulated for all teaching of the highest type. Now this is no doubt perfectly true so far; but, plausible and splendidly democratic as the theory sounds, it is still possible to make too much of it. If it were the entire truth, how does it happen that Prussia, where the opposite view largely obtains, has come to be generally recognised as one of the best, if not actually the best, educated country in the world? Can it seriously be maintained that a teacher, whose method of instruction is mechanical, unintelligent, or otherwise faulty, should be encouraged or allowed to persevere with that method, simply because he is using it, or has been using it, when he could easily be informed as to a more efficient one? As well might one argue that a sick man undergoing treatment at the hands of an old-fashioned doctor, and making little or no progress towards recovery, should regard it as somehow or other a moral duty to continue such treatment, instead of betaking himself with all speed to a physician armed with all the newest and best discoveries of the healing art. After all, in education, as in other spheres, there may be such a thing as liberty run riot, and the inevitable anarchy that ensues. That personality and character are, in the long run, the most potent influences in successful education, may be freely granted; but will not these factors be all the more effective, when expressing themselves through the medium of rational and scientific methods?

No account of elementary education in almost any part of Germany to-day could be regarded as complete, which failed to refer to the effects upon the Volksschule (or Gemeindeschule) of the social movement at present pervading the country, or perhaps it might be more accurate to say, to the point of view from which most of the recent developments in the Volksschule are regarded. Writers adopting this standpoint throw the emphasis on the socialistic spirit of Pestalozzi's teaching, which they maintain is now for the first time being adequately realised in Germany. The Pädagogik of to-day is a Socialpädagogik; the school becomes a "social institution," a working community (Arbeitsgemeinschaft), a state "writ small" (ein Staat im kleinen), training in which affords the best preparation for the life in civic society, that is to follow. This social movement holds up as its ideal the organisation of a universal Volksschule (die allgemeine Volksschule) in which all classes of society, rich and poor alike, would receive so much at least of their education together. This point of view is further manifested in the strong antipathy shown to the already existing Vor-schulen—the preparatory schools attended by the children of the better classes before they enter the higher schools. Not only are these Vor-schulen maintained to be educationally inefficient, but their very existence is held to lower the dignity of the Volksschule, making the latter be regarded as the poor man's school, while the former are the schools of the rich and aristocratic.

The Elementary school and the Social movement.

If the children of both rich and poor were educated for a few

years side by side on the same school benches, much would be done (it is argued) to blunt the sharpness of those class distinctions which permeate the society of to-day. Thus, too, all the various provisions made for the welfare of the pupils in the Gemeindeschulen, the importance attached to all questions of hygiene, the special arrangements made for instructing all children afflicted with bodily or mental defects, are given a socialistic interpretation. The introduction of instruction in woodwork and the like is even recommended for all schools, as tending to lessen the distinction between the ideas of mental and manual labour. In some such ways does this levelling spirit of the day tend to show itself in connection with the elementary school.

These remarks, while naturally suggested by various points in the educational system above described, really touch upon topics of too wide a significance to be adequately treated of here.

Conclusion. In bringing this report to a conclusion I desire to take the opportunity of thanking you, Sir, for having kindly supplied me with the credentials, which procured what has proved to me a very interesting and instructive experience; also to thank Dr. Stewart, His Majesty's Senior Chief Inspector of Schools, for having freed me from official work for the purposes of this Report, and for much valuable help in drawing it up. My grateful thanks are also due to the various educational authorities of Berlin and Charlottenburg, and to the Rektors and class-teachers of the many schools visited, for their unfailing courtesy and readiness to supply me with any information I desired.

I have the honour to be, Sir,

Your obedient servant,

GEORGE ANDREW.

The Secretary,

Scotch Education Department.

PART II. OF APPENDIX.

Detailed Statistics of Annual Grant Schools.

DETAILED STATISTICS OF ANNUAL GRANT SCHOOLS.

TABLE 1.—EXPENDITURE FROM EDUCATION GRANTS.

(A.)—*Classified according to Object of Grant.*

	For Year ended 31 Dec. 1904.	Compared with Year ended 31 Dec. 1903. Increase.	Decrease.
	£ s. d.	£ s. d.	£ s. d.
1. Annual Grants for Day Scholars	870,510 6 5	60,844 3 3	—
Grants for Blind and Deaf Mute Children	3,752 3 6	460 5 0	—
2. Grants to School Boards under Act 35 and 36 Vict. c. 62, s. 67, and 60 and 61 Vict. c. 62, s. 1	64,235 7 2	—	1,898 19 10
3. Fee Grants for Day Scholars	343,800 1 0	15,117 7 0	—
4. Aid Grants for Voluntary Schools under sec. 2 of Education (Scotland) Act, 1897	13,426 2 0	662 12 0	—
5. General Aid Grant	185,474 16 0	185,474 16 0	—
6. Special Grants to Schools in Highlands and Islands	1,430 0 0	460 0 0	—
7. Grants for Training of Teachers	62,917 19 3	849 12 11	—
8. Pensions and Gratuities to Teachers	11,005 0 8	937 8 5	—
9. Grants under Code for Continuation Classes	121,203 12 6	8,461 7 1	—
10. Grants for Royal Scottish Museum, Edinburgh	17,067 10 5	2,467 16 3	** —
11. Administration :— £ s. d.			
Office in London — 18,314 14 8			
Inspection — 41,441 17 10	60,582 9 6	1,438 3 6	—
Office in Edinburgh — 825 17 0			
Total	1,755,405 8 5	277,173 11 5	1,898 19 10

(B.)—*Classified according to Denomination of Recipients.*

	For Year ended 31 Dec. 1904.	Compared with Year ended 31 Dec. 1903 Increase	Decrease.	From 1839 to 31 Dec. 1904.
	£ s. d	£ s. d.	£ s. d.	£ s. d.
On Public Schools	777,581 10 1	55,041 1 2	—	14,175,772 17 11
„ Church of Scotland Schools	28,180 4 0	916 8 2	—	3,879,245 5 5
„ United Free Church Schools	25,277 3 4	—	318 3 10	
„ Undenominational Schools	22,708 2 11	—	781 8 10	
„ Episcopal Schools	14,792 9 8	—	653 15 8	419,523 18 7
„ Roman Catholic Schools	79,645 19 10	3,387 8 7	—	1,296,967 1 2
Administration (as in Table A.)	60,582 9 6	1,438 3 6	—	1,275,815 2 8
Grants to School Boards under Acts 35 & 36 Vict. c. 62, s. 67, and 60 & 61 Vict. c. 62, s. 1	64,235 7 2	—	1,898 19 10	512,882 5 2
Special Grants to Schools in Highlands and Islands	1,430 0 0	460 0 0	—	20,736 19 7
Fee Grants for Day Scholars †	343,800 1 0	15,117 7 0	—	4,021,829 5 0
Aid Grants for Voluntary Schools under sec. 2 of Education (Scotland) Act, 1897	13,426 2 0	662 12 0	—	87,828 0 0
General Aid Grant	185,474 16 0	185,474 16 0	—	185,474 16 0
Grants for Agricultural Education¶	—	—	—	14,000 0 0
Grants for Science and Art *¶	—	—	—	281,730 19 1
Grants under Code for Continuation Classes	*121,203 12 0	8,461 7 1	—	289,789 4 11
Grants for Royal Scottish Museum, Edinburgh	17,067 10 5	2,467 16 3	** —	55,147 13 1
Expenses of Education Board under Act 35 & 36 Vict. c. 62	—	—	—	29,311 3 4
Total	1,755,405 8 5	275,126 19 9	3,652 8 2	26,546,054 11 11

* Prior to 1898 such Grants were paid by the Department of Science and Art.

† These Grants are distributed in relief of fees, together with the amounts allocated for that purpose under the Local Taxation (Customs and Excise) Act, 1890, and the Education and Local Taxation Account (Scotland) Act, 1892.

¶ Grants for Science and Art, for Evening Instruction and for Agricultural Education are now made under the Code for Continuation Classes.

** Part of this increase was due to a Special Grant in aid of the purchase of the Noel Paton Collection.

TABLE 2.

TABLE showing Number of SCHOOL-HOUSES *built, enlarged,* or *improved,* with Aid from Parliamentary Grants; Total Amount *granted;* Total Amount *raised by Promoters;* Total Amount *expended;* and Number of CHILDREN for whom *Accommodation* has been provided;—*Years* 1839 *to* 1887 *inclusive.*

Denominations.	Number of School-houses* Built.						Number of School-houses* Improved.	Total Amount awarded out of Parliamentary Grants.	Total Amount raised by Promoters. (Voluntary Contributions and Rates.)	Total Amount expended.	Number of Children for whom New Schools have been built. §					Number of Children for whom New Schools have been enlarged. ‖					Total Number of Children for whom Accommodation has been created. §				
	Institutions. †	No. of Departments comprised in these Institutions. ‡ Juvenile.			Infants.	Residences.					Juvenile.			Infants.	Total.	Juvenile.			Infants.	Total.	Juvenile.			Infants.	Total.
		Boys.	Girls.	Mixed.							Boys.	Girls.	Mixed.			Boys.	Girls.	Mixed.			Boys.	Girls.	Mixed.		
								£ s. d.	£ s. d.	£ s. d.															
Public Schools	980	77	95	887	285	766	370	577,955 7 11	2,097,883 7 8	2,675,838 15 7	13627	13942	154296	37864	219729	5339	4277	31584	5411	46611	18966	18219	185880	43275	266340
Church of Scotland Schools	235	56	83	141	20	127	71	63,761 16 2	135,575 1 7	199,336 17 9	8815	9978	5113	1660	35566	387	959	1619	563	4528	10202	10937	16732	2223	40094
Free Church Schools	167	47	49	113	12	101	56	36,615 14 0	75,322 5 7	111,937 19 7	5480	5127	13085	698	24390	621	546	677	177	2021	6101	5673	13762	875	26411
Episcopal Schools	8	4	5	1	1	7	1	3,915 12 10	6,662 0 2	10,577 13 0	546	746	211	96	1599	–	88	331	36	455	546	834	542	132	2054
Roman Catholic Schools	12	5	5	4	9	3	–	5,118 0 1	12,563 7 5	17,681 7 6	1015	848	640	1019	3522	–	–	–	–	–	1015	848	640	1019	3522
Total	1402	189	237	1146	327	1004	498	687,366 11 0	2,328,006 2 5	3,015,372 18 5	29483	30641	183345	41337	284806	7347	5870	34211	6187	53615	36830	36511	217556	47524	338421

* Exclusive of Training Colleges.

† Held in separate buildings, and separately managed.

‡ In which separate head teachers are employed.

§ At the rate of 8 square feet of superficial area per child.

‖ The figures in this group of columns are confined to those cases in which the *area* of the schoolrooms *has been increased.* The total number of schools enlarged or improved includes a considerable number of cases in which fixtures, or the like, have been provided *without any extension of area.*

LIST OF DAY SCHOOLS AIDED FROM PARLIAMENTARY GRANT, WITH STATISTICS RELATING THERETO, FOR 1903-4, AND SUPPLEMENTARY LISTS OF SCHOOLS, ETC.

TABLE No. 3

LIST OF SCHOOLS (under Counties and School Board Districts) aided from Parliamentary Grant

1. The particulars given in regard to each School relate to the School Year (Article II), ended during the twelve months from 1st September, 1903, to 31st August, 1904.
2. COMBINATION SCHOOLS (under Section 42 of the Education (Scotland) Act, 1872), are printed in italics.
3. A list of School Boards paid additional grants during the year ended 31st August, 1904, in terms of Section 67 of the Education (Scotland) Act, 1872, as amended by Section 1 of the Education (Scotland) Act, 1897, will be found in Table No. 7. "§ 67" has been printed below against the names of School Boards which appear in that list.

NOTE.—P. denotes that the School is a Public School; H.G.P., that it is a Higher Grade Public School; C.S., that it is in connection with the Established Church of Scotland; F.C., with the United Free Church; E., with the Episcopal Church; R.C., with the Roman Catholic Church. The sign ¶ denotes a fee-paying School, and further particulars as to such Schools will be found in Table No. 5. Where the new figures were not available when going to press, those for the previous year have been given and printed in italics.

In the first of the columns for average attendance above ten is entered the average attendance of Scholars between ten and twelve, and of any above twelve who are still in the Senior Division; in the second column is entered the average attendance of scholars over twelve who are enrolled in Supplementary Courses or Hihger Grade Schools. The letter "p" in the column for Certificated Teachers indicates that the teacher is provisionally certificated under Article 60.

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1903.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1903-1904.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10 (Senior Division).	Above 10 (Supplementary Courses or Higher Grade Schools).	Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902-1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
															£	£	£	£	£	£	£	£	£	£	£ s. d.
	ABERDEEN.																								
	ABERDEEN (Burgh) § 67.			29938																					
4646	¶Ashley Road	P.	12	..	1232	1128	193	353	383	60	989	21	2	4	3772	1268	584	..	..	..	708	1194	..	20	1255 5
6476	*Beech Lodge (for Deaf and Dumb)	P.	12	..																					
2760	Broomhill	P.	10	..	1311	1076	213	343	415	12	983	20	..	7	2807	1147	557	..	..	..	987	71	..	44	1188 6 3
2805	Causewayend	P.	10	..	1377	1405	243	481	524	20	1268	27	..	5	3477	1512	753	..	..	..	1059	142	..	10	1535 10 7
5298	Central H.G.	HGP	6	..	640	472	..	..	..	432	432	16	..	.	2797	1301	133	59	..	..	1179	16	75	34	974 8 7
1201	Commerce Street	P.	10	..	676	597	116	197	227	8	548	13	..	4	1610	650	316	..	..	..	591	52	..	1	659 16 11
1579	Ferryhill	P.	12	..	1128	1167	232	340	447	29	1048	19	3	4	2958	1257	626	..	..	..	960	40	..	76	1316 15 9
2412	Frederick Street	P.	11	..	713	704	109	207	273	15	604	15	..	4	2169	688	349	..	..	..	1072	51	..	10	720 18 2
2411	Hanover Street	P.	10	..	950	868	192	278	278	11	759	18	..	4	2430	842	442	..	..	..	1068	76	..	1	912 14 4
4464	Holburn Street	P.	10	..	977	1016	165	332	383	11	891	20	2	8	2537	1077	544	..	..	..	827	88	..	6	1077 12 4
4425	King Street	P	11	..	1732	1787	311	630	673	42	1656	28	..	6	4418	2026	1021	..	..	..	1124	149	..	99	2056 13 2
6210	Kittybrewster	P.	12	..	1020	1183	214	402	418	14	1048	20	..	8	3024	1250	622	..	..	..	1016	96	..	40	1260 3 11
2586	Marywell Street	P.	10	..	579	531	86	184	186	9	465	11	1	4	1670	546	269	..	..	..	807	45	..	3	545 6
3172	Middle	P.	10	..	1162	1122	164	334	440	12	950	19	..	0	2721	1148	556	..	..	..	942	71	..	5	1193 7 10

396	Mile End	P.	12	..	1158	1107	197	392	404	19	1012	20	1	4	3134	1887	745	..	..	..	764	155	..	83	1242	14	6
3866	Old Aberdeen	P.	12	..	1000	808	178	255	269	16	718	19	..	4	2389	706	387	..	..	..	1219	57	..	..	860	8	6
2523	Porthill	P	10	..	528	514	87	155	197	3	442	10	..	4	1476	524	264	..	..	..	647	26	..	15	528	14	0
2052	Rosemount	P.	12	..	1120	855	369	522	348	22	1261	19	..	5	2545	381	124	..	..	..	1955	80	..	5	889	9	8
6463	‡Ruthrieston	P.	11	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3966	St. Clement's Street	P.	10	..	712	646	100	217	251	8	576	13	1	4	1846	712	340	..	..	..	750	42	..	2	692	5	4
2572	St. Paul Street	P.	12	..	1033	1014	185	339	357	24	905	20	..	8	2435	1098	535	..	..	.	721	81	..	1	1104	19	3
4515	Skene Square	P.	10	..	1667	1554	263	509	545	26	1343	26	1	11	3709	1651	829	..	..	..	1140	83	..	6	1656	5	6
2821	Skene Street	P.	11	..	763	757	138	250	272	15	675	15	1	4	2097	818	407	..	..	..	810	61	..	1	816	14	6
1017	Torry	P.	11	..	577	685	157	251	197	13	618	16	2	4	1678	670	349	..	..	..	587	70	..	2	741	16	6
6006	Walker Road	P.	11	..	1715	1448	310	550	560	28	1448	29	..	7	3744	1638	848	..	..	..	1058	125	..	24	1754	14	4
3743	Westfield	P.	10	..	456	490	92	165	182	7	446	10	1	4	1446	541	274	..	..	..	599	25	..	7	528	10	10
3599	Woodside	P.	12	..	1126	1115	214	395	414	13	1086	25	1	8	3239	1208	685	..	..	..	1344	56	..	1	1208	17	1
2581	York Street	P.	10	..	419	434	78	127	162	17	384	8	2	4	1164	447	228	..	..	..	463	26	..	..	473	16	11
3420	Practising	C.S.	6	..	1069	1037	150	313	401	78	942	23	..	12	2613	1191	568	140	..	..	..	437	..	474	1211	18	0
3420 HG	†Practising, H.G.	HG CS.	6	..																							
2138	St. Andrew's	E.	1	..	454	471	78	140	175	3	896	4	6	..	910	471	251	62	9	65	..	62	..	8	440	0	3
2591	St. John's	E.	11	..	236	237	30	69	94	12	205	2	3	3	512	231	119	30	..	42	..	27	..	..	249	13	4
4015	St. Margaret's Mission	E.	9	..	412	458	70	143	165	..	878	7	2	1	819	395	218	53	..	115	..	46	..	4	420	1	6
2382	Normal	F.C.	6	..	684	516	94	156	200	..	450	9	..	9	1345	252	301	144	..	..	..	22	75	272	510	1	6
2382 HG	Normal, H.G.	HG FC.	6	..	48	40	..	..	..	36	36	1	..	..	307	60	14	7	..	..	..	2	75	148	138	5	7
961	Cathedral	R.C.	1	..	266	228	40	66	83	7	196	4	..	..	598	197	111	22	..	248	..	20	..	..	224	0	3
6112	Queen's Cross	R.C.	1	..	175	165	39	47	54	3	143	2	1	1	385	130	78	17	..	160	..	..	..	..	160	18	7
4296	St. Peter's	R.C.	1	..	388	342	64	91	133	6	294	2	4	2	780	293	157	42	..	269	..	19	..	..	321	9	1
4785	Asylum for the Blind (now closed)		11	..	..	..	..	2	6	..	8	..	..	..	..	..	..	..	..	..	..	..	..	..	..	47	17	3
4789	Deaf and Dumb Institution		11	..	..	..	..	5	26	..	31	..	..	..	..	..	..	..	..	..	..	..	..	..	..	164	10	0
	ABERDOUR § 67.			318																							
2768	Aberdour	P.	4	..	280	200	44	57	61	13	175	4	..	..	459	169	89	50	27	..	113	..	10	..	205	16	3
205	Auchmedden	P.	4	..	141	76	20	24	22	2	68	1	1	..	184	66	37	8	..	..	73	..	..	..	72	6	0
	ABOYNE & GLEN-TANAR.			297																							
293																											
321	Aboyne	P.	3	..	272	220	46	69	65	13	198	4	..	1	442	212	115	26	25	..	64	..	..	..	238	12	9
	Glen-Tanar	P.	3	..	113	68	8	21	25	5	59	2	..	..	200	78	36	58	..	..	28	..	..	..	88	6	3
	ALFORD.			300																							
3671	Alford Village	P.	3	..	238	181	30	64	66	..	160	4	..	..	381	172	95	22	..	..	79	..	..	14	174	3	6
2583	Gallowhill	P.	3	..	153	120	16	32	42	7	97	2	..	1	381	130	64	15	45	..	117	..	10	..	126	13	6
	ARDALLIE.			271																							
1559	Ardallie	P.	5	..	122	94	11	29	36	6	82	2	..	..	247	99	49	11	21	..	67	..	..	..	108	16	6
4101	Ardallie, Female	P.	5	..	60	78	10	21	29	1	61	1	1	..	190	64	35	48	..	2	41	..	..	..	68	10	3
	AUCHINDOIR & KEARN § 67.			258																							
638	Craig	P.	4	..	48	19	2	5	10	..	17	1	..		72	33	10	2	..	..	26	..	..	..	34	1	0
2810	Lumsden	P.	4	..	262	198	40	51	71	6	168	3	1	..	396	170	92	21	27	.	87	..	..	..	194	18	3

* New School—Grant to run as from 1st September, 1904.
‡ New School—Grant to run as from 1st January, 1904.
† New School—Grant to run as from 1st August, 1904

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.				Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1903–1904.
							Under 7 (Infants.)	Above 7 and under 10 (Junior Division).	Above 10 (Senior Division).	Above 10 (Supplementary Courses or Higher Grade Schools).	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902–1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
										Total.														
							£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	ABERDEEN—*cont.*																							
	AUCHTERLESS.			350																				
3535	Badenscoth	P.	6	..	164	128	16	41	45	5	107	2	..	2	274	142	72	16	..	..	34	..	10	..	123 18 3
3458	Kirktown	P.	6	..	246	157	19	41	60	8	128	3	..	1	302	152	73	18	22	..	88	..	10	..	152 8 6
	BELHELVIE.			329																				
537	Balmedie	P.	5	..	160	149	18	54	51	7	130	1	1	..	313	137	74	17	20	..	64	..	..	.	154 2 3
464	Craigie	P.	5	..	80	49	7	16	19	1	43	1	..	..	96	47	26	6	..	..	18	..	..	..	47 5 0
528	Menie	P.	5	..	80	45	14	15	10	..	39	1	..	..	92	36	20	5	..	..	31	..	..	..	40 12 0
4269	Wester Hatton	P.	5	..	80	71	7	26	25	..	58	1	..	..	97	52	32	7	..	..	5	..	..	..	55 18 9
	BIRSE.			223																				
2081	Ballogie Female	P.	4	..	53	23	3	11	7	..	21	p	..	..	62	21	11	3	..	..	27	..	..	..	22 16 9
462	Birse	P.	4	..	71	47	4	15	21	..	40	1	..	..	140	45	26	6	..	..	62	..	..	..	41 14 0
448	Finzean	P.	4	..	130	81	8	32	29	4	73	2	..	..	214	70	38	9	15	..	71	..	..	11	86 0 9
641	Forest	P.	4	..	49	10	3	3	2	..	8	p	..	..	59	24	5	1	..	..	25	..	..	4	22 18 0
	BOURTIE.			71																				
494	Bourtie	P.	2	..	67	38	2	14	14	2	32	1	..	..	104	45	20	4	..	..	34	..	..	..	48 9 6
	CAIRNEY § 67.			291																	28				60 3 0
495	Alehousehillock	P.	6	..	68	54	6	20	20	..	46	1	1	..	103	47	22	5	..	..	23	..	..	..	79 1 3
4422	Cairney	P.	6	..	146	73	10	20	25	7	62	2	..	..	247	76	42	9	27	..	54	..	..	..	65 0 0
4072	Ruthven	P.	6	..	80	69	9	22	28	..	59	2	..	..	197	62	33	48	..	..	55	..	..	..	79 17 9
2659	Windyraw	P.	6	..	67	61	9	18	21	7	55	1	..	..	164	71	31	7	..	..					

	Chapel of Garioch.			351																									
1030	Chapel of Garioch	P.	2	..	162	107	13	24	49	7	93	2	1	1	327	120	55	53	32	..	57	..	10	..	122	4	9
2449	Fetternear Madras	P.	2	..	141	113	14	39	37	4	94	1	1	1	278	113	59	54	..	..	52	..	..	..	113	4	3
606	Logie Durno	P.	2	..	141	98	12	28	38	4	82	2	1	..	263	98	54	52	..	..	59	..	..	..	96	6	6
	Clatt.			87																									
574	Clatt	P.	3	..	117	64	11	22	19	4	56	1	1	..	190	71	38	9	..	..	72	..	..	..	67	8	3
	Cluny.			247																									
3027	Cluny	P.	5	..	153	63	9	20	25	..	54	2	..	..	278	57	31	57	49	..	85	..	..	..	59	5	9
4066	Cluny	F.C.	5	..	115	66	8	14	35	..	57	1	..	1	144	69	37	18	..	21	..	3	..	..	63	16	3
1830	Corrennie, Lady Gordon Cathcart's, Female	..	5	..	64	48	8	14	15	1	38	1	..	..	81	39	25	12	..	..	..	..	..	..	41	5	0
	Coull.			94																									
3793	Coull	P.	4	..	101	53	4	13	23	3	43	1	..	..	194	62	28	46	21	1	34	..	..	2	63	11	6
	Crathie & Braemar.			206																									
394	Aberarder	P.	3	..	92	17	6	4	4	..	14	1	..	..	77	34	11	2	..	..	30	..	..	..	29	9	0
2861	Braemar	P.	3	..	145	70	25	7	22	7	61	2	..	..	243	71	35	58	..	..	68	..	10	..	73	13	0
4380	Crathie	P.	3	..	112	50	2	13	13	12	40	2	..	..	298	63	25	56	23	45	77	..	10	..	71	10	9
186	Inverey District	C.S.	3	..	40	10	..	4	4	..	8	1	..	..	72	24	5	3	..	31	..	..	..	..	24	1	0
242	Braemar, St. Andrew's	R.C.	3	..	92	35	9	9	13	..	31	1	..	1	89	34	19	9	..	26	..	..	..	..	34	8	0
201	Inverey	R.C.	3	..	39	24	4	5	10	..	19	1	..	..	66	36	11	5	..	13	..	..	..	..	35	17	0
2900	Crathie Side	..	3	..	66	26	4	5	12	..	21	1	..	..	167	38	12	6	..	112	..	..	..	..	38	4	6
	Crimond.			144																									
1	Crimond	P.	5	..	208	159	16	52	52	22	142	3	..	..	380	181	88	20	36	..	43	2	10	..	195	3	0
	Cruden § 67.			685																									
450	Auchities	P.	3	..	125	66	6	26	21	..	53	1	1	..	173	89	48	11	..	..	25	..	..	..	58	17	6
4034	*Bogbrae*	P.	3	..	134	72	11	22	25	4	62	1	1	..	198	77	42	10	..	..	70	..	..	..	73	4	9
3971	Coldwells	P.	3	..	169	156	24	48	51	9	132	3	..	2	366	156	80	18	..	..	111	..	..	..	163	7	6
3421	Hatton	P.	3	..	199	192	26	64	67	8	165	3	1	2	401	174	91	21	..	..	115	..	..	..	202	2	3
4643	Port Errol	P.	3	..	200	146	28	41	44	6	119	2	2	..	393	59	33	8	41	..	258	..	..	..	125	3	0
3846	Errol	E.	3	..	127	100	21	26	31	..	78	2	..	..	243	102	52	25	20	30	..	13	..	..	83	13	3
	Culsalmond.			157																									
2903	Culsalmond	P.	2	..	160	72	8	22	29	1	60	2	..	..	249	67	37	..	18	..	125	..	..	1	67	15	9
2843	Tillymorgan	E.	3	..	63	49	12	19	12	..	43	1	..	1	99	47	29	14	..	10	..	..	..	..	45	9	6

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.				Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1903-1904.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902-1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses of Higher Grade Schools).	Total.														
															£	£	£	£	£	£	£	£	£	£ s. d.
	ABERDEEN—*cont.*																							
	DAVIOT.			122																				
2733	Daviot	P.	3	..	150	108	10	42	39	3	94	2	..	..	305	107	58	13	21	..	107	..	..	..	109 5 3
	DRUMBLADE.			204																				
3190	Drumblade	P.	6	..	200	136	23	37	49	11	120	3	..	..	372	138	65	16	33	..	110	..	10	..	146 12 6
	DRUMOAK.			171																				
146	Drumoak Central	P.	4	..	155	109	18	29	42	5	95	2	1	..	325	106	52	52	28	..	76	..	10	..	113 3 9
590	Glashmore	P.	4	..	44	40	7	16	13	..	36	1	..	..	71	31	17	4	..	..	19	..	..	..	38 18 9
	DYCE.			347																				
3738	Dyce Overtown	P.	1	..	103	74	10	25	28	..	63	1	..	1	129	70	37	..	..	..	22	..	..	..	67 16 1
1587	Dyce Village	P.	1	..	326	183	28	61	56	9	154	3	..	4	469	191	94	..	30	..	153	..	..	2	195 11 1
	ECHT.			256																				
3055	Cullerley	P.	5	..	70	40	9	10	14	..	33	1	..	..	94	38	22	5	..	..	29	..	..	..	35 9 6
4264	Kirkton	P.	5	..	215	128	19	37	50	5	111	2	1	..	378	131	70	16	45	..	116	..	..	..	128 15 0
2648	Waterton	P.	5	..	102	57	18	18	20	..	56	1	..	..	109	54	33	8	..	..	15	..	..	.	55 14 0
	ELLON.			782																				
803	Berefold	P.	4	..	147	107	21	37	34	4	96	2	..	2	238	100	13	13	..	..	108	..	..	..	113 2 8
1870	Drumwhindle	P.	4	..	100	93	12	32	34	10	88	1	1	1	245	107	53	12	..	..	73	..	..	..	112 5 0
2706	Ellon	P.	6	..	589	414	80	147	146	..	373	6	2	4	855	589	143	50	..	..	72	..	..	1	395 15 1
2706 H G	Ellon, H.G.	HGP	6	..	50	32	..	..	..	27	27	1	..	..	463	17	10	3	34	..	233	..	165	..	92 4 8
100	Easlemont	P.	4	..	134	85	15	26	32	4	77	2	..	2	253	93	50	12	..	..	99	..	..	..	93 12 4

	FINTRAY.			159																									
4318	Disblair	P.	5	..	86	35	5	13	10	4	32	1	..	..	104	47	20	5	..	..	33	..	..	..	51	8	8
4248	Hatton	P.	5	..	140	99	12	32	33	10	87	2	..	2	302	105	52	12	27	..	97	..	10	..	114	7	9
	FORGUE § 67.			260																									
3141	Forgue	P.	4	..	180	115	16	37	34	8	95	2	1	..	324	114	59	53	25	..	64	..	10	..	114	11	0
3770	Largue	P.	4	..	140	110	11	31	42	11	95	2	1	..	283	104	52	52	..	..	66	..	10	..	122	14	0
3635	Forgue	E.	4	..	78	34	6	11	11	3	31	1	..	..	73	35	19	9	..	23	..	..	..	..	34	0	0
	FOVERAN § 67.			430																									
861	Cultercullen	P.	2	..	210	110	11	50	47	3	111	2	1	1	332	134	73	17	6	..	102	..	..	..	123	9	9
320	Foveran	P.	2	..	204	85	13	26	23	7	74	2	..	1	301	98	42	12	23	..	116	..	10	..	96	7	6
3065	Newburgh Mathers	P.	2	..	247	189	36	53	54	13	156	3	1	1	425	201	99	23	..	..	88	..	15	..	188	18	0
	FRASERBURGH. § 67			2114																									
5294 HG.	Academy, H.G.	HGP	6	..	233	105	..	..	..	98	98	4	..	..	703	213	39	49	..	..	177	..	225	..	343	11	3
3806	Broadsea	P.	5	..	211	199	45	61	76	..	182	3	..	3	378	..	93	26	..	..	259	..	..	..	198	0	9
4440	Fraserburgh	P.	5	..	960	825	1	288	408	..	697	14	2	1	1719	739	333	88	52	..	449	..	..	8	797	10	0
6404	Fraserburgh, Infant	P.	5	..	540	506	323	101	..	..	424	7	3	1	791	434	254	58	..	..	45	..	..	..	379	16	9
3517	Fraserburgh, Female Industrial	C.S.	5	..	188	185	45	64	53	..	162	3	..	2	297	167	95	45	18	..	..	..	..	18	176	4	0
3143	St. Peter's	E.	5	..	304	344	46	119	109	5	279	4	1	1	517	303	167	80	26	38	..	..	..	3	313	5	3
	FYVIE.			542																									
3146	Fyvie	P.	3	..	179	123	18	41	45	6	110	2	..	2	445	129	62	14	55	..	174	..	10	..	136	6	3
3657	Fyvie, Female	P.	3	..	128	77	17	11	33	3	64	1	1	..	142	68	35	8	..	..	30	..	..	..	83	3	8
3289	Meiklefolla	P.	3	..	204	141	14	39	53	9	115	2	1	..	306	145	76	17	23	..	35	..	10	..	139	19	3
1158	Steinmanhill	P.	3	..	162	48	2	17	19	2	40	1	..	1	114	44	24	6	..	..	41	..	..	..	47	12	9
3634	Woodhead	P.	3	..	162	95	15	31	34	..	80	1	1	..	270	84	46	10	..	..	70	..	..	..	87	4	0
4040	St. Katharine's, Female	C.S.	3	..	96	41	7	15	13	..	35	1	..	..	77	38	21	10	..	10	..	..	..	..	37	17	3
2260	All Saints'	E.	3	..	62	31	3	12	8	..	23	1	..	1	74	26	15	7	1	16	..	..	..	..	25	2	0
	GARTLY.			191																									
2527	Braes of Gartly	P.	2	..	47	30	4	9	8	2	23	1	..	..	84	44	15	..	..	..	24	..	..	..	42	15	6
3939	Central	P.	2	..	135	99	14	28	36	5	82	2	..	..	258	90	47	..	23	..	98	..	..	..	98	17	0
	GLASS.			181																									
1371	Beldorney	P.	2	..	100	37	5	11	16	1	33	1	..	1	110	52	20	15	..	..	22	1	..	..	51	10	3
509	*Glass*	P.	2	..	162	113	15	39	37	10	101	2	1	..	308	132	61	18	27	..	69	1	..	..	134	7	3

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from								Annual Grant paid at end of School Year 1903–1904.
							Under 7 (Infants.)	Above 7 and under 10 (Junior Division).	Above 10 (Senior Division).	Above 10 (Supplementary Courses or Higher Grade Schools).	Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902–1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
															£	£	£	£	£	£	£	£	£	£ s. d.
	ABERDEEN—*cont.*																							
	GLENBUCKET § 67.			85																				
4046	*Balloch*	P.	4	..	35	12	1	4	4	..	9	p	..	..	51	25	5	1	..	..	19	..	..	..	24 10 6
2798	Glenbucket	P.	4	..	109	63	11	19	18	5	53	1	1	..	166	71	34	48	..	..	14	..	..	..	74 4 0
	GLENGAIRN.			34																				
1026	Glengairn	P.	3	..	80	29	2	8	11	..	21	1	..	..	67	41	14	3	..	..	8	..	..	..	39 18 0
	GLENMUICK & TULLICH.			418																				
4001	Ballater	P.	3	..	418	294	57	95	93	14	259	5	1	1	713	288	152	35	30	..	199	..	10	..	304 13 3
2830	Birkhall, Female	P.	3	..	42	31	4	7	17	..	28	1	..	..	73	46	17	4	..	..	6	..	..	..	45 14 5
676	Inchmarnock	P.	3	..	40	25	4	4	13	..	21	1	..	..	85	36	11	3	..	..	35	..	..	..	38 6 9
2613	Kinnord, Female	P.	3	..	40	34	5	11	13	..	29	1	..	..	71	45	17	4	..	..	5	..	..	..	44 14 9
	HUNTLY § 67.			1034																				
4245	Gordon	P.	6	..	1223	874	140	264	286	106	796	14	7	7	2073	1036	469	107	109	..	62	..	200	90	1061 1 9
83	Kinnoir	P.	6	..	124	56	8	18	23	..	49	1	1	..	160	74	33	8	..	..	45	..	..	..	63 17 3
2864	Longhill	P.	6	..	65	47	7	20	16	..	43	1	..	..	89	61	30	7	..	..	..	..	..	..	57 0 9
3591	Huntly	R.C.	6	..	126	94	14	31	32	7	84	1	1	2	216	91	47	23	..	55	..	..	..	..	100 1 9
	INSCH § 67.			314																				
3171	*Glenfoudland*	P.	2	..	87	79	8	28	30	..	66	1	..	..	150	74	43	9	..	..	24	..	..	..	82 13 6
4409	Insch	P.	2	..	411	265	35	79	86	32	232	4	1	3	622	296	140	32	38	..	91	..	25	..	310 16 6
4391	Largie	P.	2	..	128	82	7	22	38	..	67	1	1	..	173	64	40	9	..	..	60	..	..	..	75 1 6

	INVERURIE.			732																									
6455	Inverurie	P.	5	..	670	549	..	159	277	45	481	9	1	5	1268	525	260	60	35	..	362	..	25	1	624	8	9
2650	Market Place, Infant	P.	5	..	582	253	139	79	1	..	219	3	1	2	389	200	133	31	..	..	25	..	..	..	228	2	3
3198	St. Mary's	E.	5	..	95	86	27	27	12	7	73	1	..	..	139	67	38	18	..	17	..	9	..	..	75	17	9
	KEIG § 67.			122																									
3204	Keig	P.	3	..	197	107	12	33	43	6	94	2		1	381	109	54	12	25	..	160	..	10	10	118	5	9
	KEITHHALL & KINKELL.			172																									
579	Keithhall	P.	6	..	140	125	16	38	45	..	99	1	..	1	261	110	60	14	20	..	52	..	..	5	110	13	9
	KEMNAY § 67.			447																									
3781	Kemnay	P.	1	..	508	428	67	133	153	35	393	6	2	1	975	468	222	..	34	..	199	..	50	1	488	8	0
	KENNETHMONT.			194																									
515	Kennethmont	P.	3	..	168	128	23	33	44	11	111	3	..	2	246	119	61	14	..	..	52	..	..	..	138	8	6
903	Old Town	P.	3	..	63	47	6	18	13	..	37	1	..	..	106	44	25	6	..	..	32	..	..	..	40	3	9
	KILDRUMMY.			113																									
439	Kildrummy	P.	4	..	137	86	11	23	30	9	73	2	..	..	260	93	47	11	22	..	77	..	10	..	92	15	0
	KINCARDINE O'NEIL.			401																									
3810	Greenburn	P.	4	..	60	27	6	8	5	2	21	1	..	..	81	24	13	3	..	..	41	..	..	..	24	18	9
3452	Kincardine O'Neil	P.	4	..	146	109	19	28	42	7	96	2	1	..	308	106	58	13	..	..	131	..	..	..	115	15	0
3739	Tornaveen	P.	4	..	90	75	12	17	26	2	57	1	1	..	170	77	36	8	9	..	40	..	..	..	76	2	9
2674	Torphins	P.	4	..	227	223	32	61	78	26	197	3	1	..	510	227	114	26	34	..	100	..	10	..	254	6	6
	KINELLAR.			105																									
3225	Kinellar	P.	5	..	120	75	12	24	30	..	66	1	1	..	168	75	40	9	..	..	48	..	..	..	72	4	6
	KING EDWARD.			164																									
1147	Fishery	P.	3	..	60	37	8	8	17	..	33	2	..	..	139	35	19	54	..	..	79	..	..	..	35	19	9
3224	King Edward	P.	3	..	140	113	11	34	40	16	101	2	1	..	510	121	57	58	30	..	239	..	10	..	140	9	0
	KININMONTH § 67.			208																									
1076	Ballearn	P.	3	..	60	62	14	22	16	..	52	1	1	..	137	58	32	47	..	..	..	..	..	1	54	11	8
4329	Kininmonth	P.	5	..	200	127	18	39	44	9	110	2	1	..	345	181	67	15	28	.	94	..	10	..	132	17	6

List of Schools aided from Parliamentary Grant—*Continued.*

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							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902–1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses of Higher-Grade Schools).					£	£	£	£	£	£	£	£	£	£ s. d.
	ABERDEEN—*cont.*																								
	KINTORE § 67			608																					
2637	Kintore	P.	1	..	339	300	36	76	102	14	228	5	1	3	685	284	135	..	53	..	199	..	15	..	286 11 6
2173	Leylodge	P.	1	..	86	72	13	19	30	..	62	1	..	1	116	67	45	..	..	..	4	..	..	..	59 3 6
4561	Port Elphinstone	P.	1	..	218	185	34	63	63	..	160	2	..	2	331	174	97	..	..	..	60	..	..	..	175 12 9
	LEOCHEL CUSHNIE.			251																					
313	*Cairncoullie Combn.*	P.	3	..	60	56	7	21	17	2	47	1	..	..	181	63	29	7	..	..	82	..	..	..	61 8 9
520	Corse	P.	3	..	128	100	10	32	39	3	84	2	..	..	241	88	46	11	25	..	72	..	..	..	99 4 9
3610	*Craigievar*	P.	3	..	140	80	12	24	38	..	74	2	..	..	242	77	42	10	..	..	113	..	..	..	83 11 6
3888	Cushnie	P.	3	..	106	70	9	17	30	..	56	2	..	..	266	65	35	58	..	..	108	..	..	..	62 13 0
	LESLIE			106																					
3264	Leslie	P.	1	..	108	103	11	30	34	3	78	1	2	..	255	79	48	..	47	..	81	..	..	..	90 0 6
	LOGIE-BUCHAN.			145																					
4003	Artrochie	P.	4	..	100	67	12	20	30	..	62	1	1	..	172	59	32	47	..	..	34	..	..	..	67 18 6
1495	Tipperty	P.	4	..	92	102	15	37	30	3	85	1	..	..	270	79	43	10	..	..	138	..	..	..	96 8 0
	LOGIE-COLDSTONE			159																					
3031	*Logie-Coldstone*	P.	3	..	155	90	8	32	33	10	83	2	..	2	277	98	47	11	34	..	78	..	10	..	109 15 9
2196	Migvie	P.	3	..	53	33	3	13	12	..	28	1	..	..	74	30	16	4	1	..	24	..	..	..	30 18 6
	LONGSIDE § 67.			583																					
1410	Kinmundy	P.	2	..	173	121	19	41	43	6	109	2	..	1	261	111	59	14	..	..	7	..	..	..	129 4 9

3506	Longside	P.	2	..	297	174	25	58	66	7	156	3	1	..	416	168	99	21	45	..	84	..	..	..	180	14	6
526	Mintlaw	P.	2	..	213	148	25	46	57	6	134	2	1	..	291	137	78	17	..	..	58	..	..	..	154	12	9
525	Rora	P.	2	..	172	118	14	43	42	3	102	2	..	1	235	108	54	13	..	..	111	..	..	..	118	14	0
	Lonmay § 67.																													
				357																										
1431	Blackhills	P.	5	..	102	95	15	31	31	6	83	1	1	1	222	100	53	12	..	..	55	..	..	1	99	0	6
527	Lonmay	P.	5	..	211	157	22	44	60	20	146	4	..	2	427	153	80	18	30	..	129	..	10	7	190	7	0
411	St. Combs	P.	5	..	197	142	33	41	50	..	124	2	1	1	304	137	76	17	..	..	72	..	..	2	135	3	0
	Lumphanan.																													
				191																										
3768	Lumphanan	P.	4	..	208	125	19	38	46	..	103	2	..	2	330	113	58	13	46	..	101	..	..	..	117	11	6
	Meldrum § 67.																													
				417																										
3577	Commercial Road	P.	4	..	350	254	..	75	129	13	217	4	1	..	544	245	128	29	28	..	114	..	..	..	266	6	3
1893	Kirk Street, Infant	P.	4	..	126	110	64	30	..	..	94	2	..	..	136	89	59	14	..	..	..	..	..	..	84	10	0
1600	Tulloch	P.	4	..	70	43	4	13	19	..	36	1	..	..	97	41	22	5	..	..	29	..	..	..	40	2	9
	Methlick.																													
				348																										
4324	Cairnorrie	P.	2	..	141	134	15	38	50	17	120	2	1	2	319	164	76	18	..	..	50	..	10	1	161	16	6
125	Methlick	P.	2	..	282	201	19	62	66	28	175	3	1	2	482	210	106	23	..	..	116	..	25	2	238	13	0
	Midmar.																													
				213																										
3800	Midmar and Corsindae Memorial	P.	5	..	140	151	25	45	46	14	130	2	1	..	327	134	72	17	22	..	82	..	..	..	161	13	0
	Millbrex.																													
				287																										
2607	Millbrex District, Female	P.	3	..	64	30	5	13	6	..	24	1	..	..	77	30	17	4	..	..	26	..	..	..	25	12	0
1398	Millbrex Male	P.	3	..	110	43	4	12	16	..	32	1	..	..	136	40	22	5	..	..	69	..	..	..	35	10	0
2977	Millbrex District	C.S.	3	..	85	69	11	16	27	..	54	1	..	..	87	44	24	12	4	..	..	3	..	2	51	13	9
	Monquhitter 67.																													
				587																										
4060	Garmond, Female	P.	6	..	66	39	13	19	3	..	35	1	..	..	77	35	21	5	..	..	16	..	..	..	35	13	9
1165	Greeness	P.	6	..	170	90	13	30	32	..	75	1	1	1	210	80	38	9	..	..	73	..	10	..	85	5	0
3937	Monquhitter	P.	6	..	283	261	39	76	103	17	235	4	..	2	514	285	142	32	29	..	17	..	10	..	259	0	8
	Monymusk																													
				232																										
24	Monymusk	P.	1	..	163	126	19	37	50	8	114	3	..	..	326	133	70	..	39	..	46	..	..	17	138	6	8
4708	Sir Arthur Grant's	P.	1	..	75	60	6	22	21	..	49	1	1	..	124	50	31	..	..	..	44	..	..	..	53	19	9
4632	Tillyfourie	P.	1	..	99	62	13	19	24	..	56	1	..	..	120	55	29	..	..	..	36	..	..	..	60	12	6

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.				Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1903-1904.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902-1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).														
										Total.														
														£	£	£	£	£	£	£	£	£	£	£ s. d.
	ABERDEEN—*cont.*																							
	New Byth § 67.			398																				
4125	Crudie	P.	6	..	218	126	18	40	43	9	110	2	..	1	296	126	66	15	..	..	87	2	..	..	187 15 9
3410	New Byth	P.	6	..	242	150	26	41	47	11	125	3	..	..	368	152	76	17	31	..	79	3	10	..	150 15 9
1408	Upperbrae	P.	6	..	121	110	15	35	34	7	91	2	..	..	177	99	53	12	..	..	9	2	..	..	89 0 6
	New Deer § 67.			725																				
2275	*Cairnbanno, Madras*	P.	5	..	164	113	19	34	48	1	102	2	1	1	281	98	56	53	..	..	75	..	..	..	113 3 0
3615	Knaven	P.	5	..	100	70	8	20	33	..	61	1	1	1	210	66	32	7	..	..	103	..	..	..	68 6 1
234	New Deer	P.	5	..	235	198	..	38	103	34	175	2	2	3	491	225	103	24	33	..	106	..	..	1	256 6 7
3425	New Deer, Infant	P.	5	..	182	118	54	56	..	..	110	2	..	1	167	94	62	14	..	..	..	..	..	..	100 9 0
1073	Oldwhat	P.	5	..	120	51	10	17	13	3	43	1	1	..	177	45	26	46	..	..	60	..	..	..	47 16 0
4196	Whitehill	P.	5	..	151	118	21	36	38	13	108	2	1	2	335	126	64	15	29	..	102	..	..	..	139 4 6
2897	Bonnykelly	..	5	..	124	44	5	16	17	..	38	1	1	..	149	47	26	52	..	11	..	..	..	..	42 6 3
	Newhills § 67.			1117																				
2915	*Blackburn*	P.	6	..	166	116	21	39	36	4	100	1	1	2	230	115	63	14	..	..	37	1	..	..	118 11 6
2761	Bucksburn	P.	6	..	583	508	98	148	147	36	429	8	1	4	1021	489	256	58	30	..	160	4	25	..	529 4 3
443	Kepplehills	P.	6	..	112	51	6	18	16	6	46	1	1	..	177	55	28	47	..	..	46	..	..	..	59 3 0
3228	Kingswells	P.	6	..	140	91	19	31	27	4	81	1	..	1	2.7	68	37	8	..	..	111	2	..	..	92 9 9
2682	Stoneywood	P.	6	..	599	363	70	115	101	19	305	6	1	3	831	355	184	42	..	..	236	4	10	..	369 13 9
	New Machar § 67.			287																				
357	New Machar	P.	5	..	214	180	22	61	64	6	153	2	2	..	406	163	89	20	24	..	111	..	..	..	177 18 0
3828	Parkhill, Female	P.	5	..	108	95	14	39	31	..	84	1	1	..	146	76	49	11	..	..	9	..	..	..	80 9 6
3955	*Whiterashes*	P.	5	..	119	69	9	20	23	3	55	1	1	..	202	69	38	9	..	..	86	..	..	..	65 12 0

	NEW PITSLIGO § 67.			509																									
1164	*Glasslaw*	P.	2	..	70	33	5	9	14	..	28	1	..	..	95	55	20	5	..	..	15	..	..	..	46	10	0
3331	New Pitsligo	P.	2	..	464	265	38	82	90	24	234	4	1	4	607	315	151	35	34	..	61	..	10	..	300		6
2234	St. John's	E.	2	..	314	192	38	51	56	7	152	2	3	2	326	150	82	20	23	36	..	7	..	..	177	0	6
	OLD DEER § 67			657																									
3082	Bulwark	P.	2	..	62	34	9	18	3	..	30	1	..	..	75	29	16	4	..	..	26	..	..	..	31	4	9
2905	*Clochcan*	P.	2	..	110	92	19	29	29	..	77	2	..	1	283	80	43	10	..	..	150	..	..	..	85	4	3
419	Fetterangus	P.	2	..	110	95	16	39	25	..	80	1	2	..	224	91	53	42	..	..	38	..	..	..	36	0	3
5871	*Maud*	P.	2	..	390	250	47	58	78	17	200	4	1	2	486	228	120	27	..	..	96	..	15	..	251	8	10
3424	Old Deer	P.	2	..	167	155	15	38	54	19	126	3	1	1	518	93	69	47	64	..	213	6	25	1	165	19	6
3976	*Shannas Side*	P.	2	..	142	95	13	30	38	3	84	1	1	1	233	97	52	12	..	..	73	..	..	..	99	1	6
2473	Stuartfield, Girls'	P.	2	..	140	101	19	33	35	..	87	1	..	..	195	94	49	12	..	..	39	..	..	..	90	2	9
	OLD MACHAR.			287																									
5643	Bridge of Don	P.	2	..	159	80	16	28	23	3	70	2	1	..	222	79	40	..	..	..	99	4	..	..	79	6	3
3523	Denmore	P.	2	..	101	77	17	22	22	6	67	2	..	..	177	74	46	..	..	..	52	4	..	..	80	1	6
1064	Whitestripes	P.	2	..	97	60	6	21	20	5	52	1	1	..	217	62	31	..	..	..	118	6	..	..	64	4	6
	OYNE.			166																									
3575	Oyne	P.	2	..	164	128	9	26	48	10	103	2	..	2	382	127	64	15	36	..	131	..	10	..	130	16	0
	PETERCULTER.			890																									
370	Countesswells	P.	1	..	84	64	9	24	20	1	54	1	1	..	132	65	39	..	..	1	27	..	..	..	60	14	0
468	Craigton	P.	1	..	456	327	62	107	99	11	279	5	1	..	846	310	168	..	27	2	340	..	..	..	330	13	9
145	Cults	P.	1	..	334	286	41	85	96	7	229	5	2	..	779	261	152	..	..	..	366	..	..	..	261	18	0
722	Eddieston	P.	1	..	89	63	9	22	22	2	55	1	..	..	176	68	32	..	..	1	75	..	..	..	72	17	6
	PETERHEAD (Burgh)			2557																									
4260	Academy	P.	6	..	185	168	..	..	110	33	143	4	..	..	556	263	103	38	20	..	117	15	..	..	211	6	5
4260 H.G.	¶Academy, H.G.	HGP	6	..	366	195	..	..	..	164	164	3	3	..	1297	460	99	..	20	..	403	91	225	..	528	6	10
3769	Buchanhaven	P.	5	..	156	116	52	53	..	..	105	1	2	..	219	108	65	15	..	..	21	8	..	2	106	8	0
3327	Central	P.	5	..	992	871	32	337	361	..	730	13	3	10	1728	890	466	107	..	..	226	45	..	..	890	5	3
2171	Infant	P.	5	..	440	435	282	92	..	..	374	7	1	..	756	377	221	51	..	..	103	3	..	..	377	6	0
557	North	P.	5	..	568	407	..	122	205	13	340	7	1	6	837	419	208	48	..	..	136	25	..	..	430	6	4
4700	North, Infant	P.	5	..	216	224	138	54	..	..	192	4	..	2	354	158	94	22	..	..	75	4	..	..	199	12	6
2247	St. Peter's	E	5	..	339	358	78	119	128	..	325	4	2	4	717	359	192	92	..	21	..	55	..	2	366	8	4
	PETERHEAD (Landward) § 67			712																									
2985	Blackhills	P.	5	..	130	116	22	38	39	8	107	2	..	..	262	114	62	14	1	..	71	..	..	..	128	9	3
194	Boddam	P.	5	..	480	259	50	78	90	5	223	5	..	..	835	265	145	33	3	..	390	..	..	..	248	4	6
2584	Burnhaven	P.	5	..	216	191	42	65	48	14	169	2	2	..	421	173	97	22	1	..	128	..	..	..	201	18	6
901	Tortorston	P	5	..	144	115	19	44	35	5	104	2	..	..	273	108	61	14	1	..	89	..	..	..	111	18	0

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1903–1904.
							Under 7 (Infants.)	Above 7 and under 10 (Junior Division).	Above 10 (Senior Division).	Above 10 (Supplementary Courses or Higher Grade Schools).	Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902–1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
															£	£	£	£	£	£	£	£	£	£	£ s. d.
	ABERDEEN—*cont.*																								
	PITSLIGO § 67.			558																					
2822	Pitsligo	P.	4	..	186	51	13	22	12	..	47	1	1	..	96	45	28	6	..	..	17	..	..	..	49 12 0
2543	Rosehearty	P.	4	..	422	317	75	92	93	25	285	6	..	3	696	317	163	37	31	..	133	..	15	..	345 3 5
966	Sandhaven	P.	5	..	218	192	39	64	58	11	172	2	1	2	365	170	91	21	..	..	84	..	..	..	202 5 6
	PREMNAY			228																					
4077	Premnay	P.	1	..	120	108	15	35	33	11	94	2	1	1	335	106	53	..	34	..	127	..	15	..	121 2 9
	RATHEN § 67			567																					
3780	Inverallochy	P.	4	..	332	310	72	91	82	27	272	3	4	1	655	289	156	39	..	..	171	..	..	..	298 3 3
4013	Memsie	P.	4	..	99	99	23	33	26	4	86	1	..	..	145	85	49	11	..	..	..	..	..	1	80 7 8
558	Rathen	P.	4	..	230	149	15	39	62	8	125	3	1	..	395	139	71	46	47	..	92	..	..	..	151 11 9
1813	Cortes, Female (now closed)	..	4	..	27	24	9	8	4	..	21	1	..	..	50	22	13	6	10	..	..	..	..	..	21 9 0
	RAYNE			245																					
688	North	P.	4	..	168	144	16	37	56	13	122	3	..	1	354	120	64	15	..	..	155	..	..	..	159 16 6
2878	Old Rayne, Female	P.	4	..	76	66	10	23	25	..	58	1	1	..	138	58	32	47	..	..	..	..	..	..	64 4 9
	RHYNIE § 67.			232																					
4252	Duff's	P.	2	..	72	49	13	12	21	..	46	1	..	..	114	53	28	7	..	..	23	3	..	..	49 10 9
3265	Lesmore	P.	2	..	85	71	12	28	21	..	61	1	..	1	127	65	37	8	..	..	13	4	..	..	75 16 9
3345	*Rhynie*	P.	2	..	240	163	37	48	45	4	134	3	1	..	426	154	91	50	50	..	..	19	..	142	152 0 9

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List of Schools Aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during Year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1903-1904.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902-1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).															
															£	£	£	£	£	£	£	£	£	£	£ s. d.
	ABERDEEN—*cont.*																								
	TOUGH			139																					
4036	Tough	P.	3	..	150	151	22	44	42	15	123	2	1	1	317	133	71	16	22	..	73	..	..	1	156 19 6
	TOWIE.			187																					
4095	Ardlair	P.	4	..	57	29	12	8	6	..	26	1	..	..	86	37	13	3	2	..	32				41 10 6
3905	Towie	P.	4	..	149	104	18	31	36	10	90	3	..	..	290	111	55	53	..	..	61	..	10	..	113 2 0
	TULLYNESSLE & FORBES.			183																					
3895	Tullynessle and Forbes	P.	3	..	180	127	19	44	40	5	108	3	..	..	436	124	66	15	22	..	199	..	10	..	124 17 6
	TURRIFF § 67.			839																					
4199	Ardmiddle	P.	6	..	100	78	15	24	25	5	69	2	..	..	181	82	47	10	..	..	41	..	..	..	81 9 9
1725	Birkenhills	P.	6	..	110	90	13	31	33	..	77	1	1	..	190	80	43	10	..	..	57	..	..	..	85 5 9
2519	Fintry	P.	6	..	147	94	9	29	39	5	82	2	1	..	271	107	56	53	..	..	55	..	..	..	98 6 3
3396	Turriff	P.	6	..	805	664	108	182	242	54	586	11	2	2	1459	690	348	78	36	..	257	..	50	..	779 6 9†
3396 H G	*Turriff, H.G.	HGP	6																						
	TYRIE.			154																					
3973	Tyrie	P.	2	..	156	71	8	26	21	3	58	2	..	..	256	68	38	..	48	..	102	..	..	..	67 11 9
2541	Boyndlie	E.	2	.	155	105	18	23	43	2	86	1	1	1	210	87	51	12	9	36	..	3	..	..	96 0 2
	UDNY.			340																					
3773	Pitmedden	P.	3	.	142	125	21	40	47	..	108	2	..	1	292	134	73	17	..	..	69	..	..	..	121 4 9
2829	Udny Green	P.	3	..	145	96	16	26	30	7	79	2	..	..	250	79	42	10	26	..	93	..	..	..	96 4 6

8349.	YTHAN WELLS § 67.				228																						
3140	Corse	P.	4	..	120	55	11	19	17	..	47	1	1	..	118	55	31	47	..	..	..	..	..	..	50	10	3
2504	Ythan Wells	P.	4	..	180	117	12	36	41	9	98	2	1	1	326	112	54	53	30	..	68	..	10	..	120	13	9
	TOTAL				63997	74603	60443	10626	19156	20975	2840	53597	1085	173	336	153906	61939	30996	5702	2730	1489	43713	3967	1750	1764	65,166	2	9
	ARGYLL																										
	ACHARACLE.				202																						
2911	Acharacle	P.	7	..	90	55	3	16	27	..	46	1	..	1	164	88	27	6	34	..	9	..	..	..	88	7	3
1623	Eilanshona	P.	7	..	35	9	..	2	5	..	7	1	..	..	88	25	5	1	..	..	57	..	..	..	23	11	0
2085	Glenborrodale	P.	7	..	56	12	3	6	3	..	12	p	..	..	67	27	5	1	..	..	34	..	..	..	30	2	3
1814	Kinlochmoidart	P.	7	..	24	14	4	4	5	..	13	p	..	..	60	32	8	2	..	..	18	..	..	..	*32*	*5*	*0*
4623	Refollan	P.	7	..	45	17	4	5	7	..	16	p	..	..	58	34	8	2	..	..	14	..	..	..	35	17	9
2058	Mingarry	R.C.	7	..	60	44	..	7	29	2	35	1	..	..	107	65	17	12	..	30	..	1	..	..	63	6	6
	ARDCHATTAN AND MUCKAIRN.				350																						
707	*Achaleven*	P.	5	..	107	61	13	21	21	..	55	1	1	..	202	94	40	9		..	59	..		..	80	4	3
755	Ardchattan	P.	5	..	83	85	13	24	28	..	65	2	..	..	198	82	35	58	..	..	23	..		..	90	10	0
1196	Glenetive	P.	5	..	25	14	2	3	9	..	14	1	..	..	67	33	8	2	..	..	24	..		..	33	5	1
4907	Letterwood	P.	5	..	54	29	1	11	15	..	27	1	..	..	97	55	19	4	..	..	19	..		..	50	18	9
3260	Lochnell	P.	5	..	85	49	10	12	18	..	40	1	..	..	165	76	25	6	..	..	59	..		..	77	11	6
2270	*Taynuilt*	P.	5	..	100	106	5	22	50	..	77	2	..	1	237	120	49	11	..	..	56	..		..	105	16	6
	ARDGOUR.				82																						
2466	Ardgour	P.	6	..	60	23	3	10	9	..	22	1	..	..	75	46	14	3	..	..	12	..	..	..	43	15	9
3332	Duisky	P.	6	..	40	32	1	11	17	..	29	1	..	..	94	53	19	4	..	..	16	2	..	..	51	8	0
1856	Kingairloch	P.	6	..	36	6	..	4	1	..	5	1	..	..	83	24	4	1	..	..	54	..	..	..	21	9	9
836	Trislaig	P.	6	..	36	30	4	14	9	..	27	1	..	..	75	41	13	3	..	..	18	..	..	..	49	14	9
	ARDNAMURCHAN § 67.				116																						
4028	Achosnich	P.	7	..	67	27	..	7	15	..	22	1	..	..	126	43	13	3	..	..	67	..	..	..	44	14	9
768	Kilchoan	P.	7	..	60	34	4	7	14	..	25	1	..	..	109	43	16	4	..	..	47	..	..	..	46	10	0
1186	Kilmory	P.	7	..	51	22	3	4	12	..	19	1	..	..	75	42	12	3	..	..	18	..	..	..	40	5	0
	CAMPBELTOWN (Burgh)				1856																						
3068	Dalintober	P.	4	..	822	524	111	173	173	..	457	9	3	1	1256	628	230	64	..	..	294	..	..	..	610	15	3
2415	¶Grammar	P.	6	..	914	642	61	107	228	172	568	15	2	1	2607	1249	348	80	15	..	399	302	215	..	1508	10	2‡
2415 H.G.	*Grammar, H.G.	HGP	6																								
1592	Millknowe	P.	4	..	840	585	104	205	217	..	526	11	1	5	1563	760	340	78	..	..	386	..	..	..	701	15	3
1962	St. Kieran's	R.C.	4	..	345	155	39	53	46		138	2	..	1	332	169	79	33	..	50	..	6	..	..	176	16	0

* New School—Grant to run as from 1st August, 1904. † Grant for 13 months. ‡ Grant for 15 months.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.				Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1903–1904.
							Under 7 (Infants.)	Above 7 and under 10 (Junior Division).	Above 10 (Senior Division).	Above 10 (Supplementary Courses or Higher Grade Schools).	Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902–1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
							£	£	£	£	£				£	£	£	£	£	£	£	£	£	£	£ s. d.
	ARGYLL—*cont.*																								
	CAMPBELTOWN (Landward).			420																					
3527	Auchencorvie	P.	4	..	60	47	4	16	18	3	41	1	1	..	190	81	30	47	..	..	33	..	..	..	72 14 0
3093	Drumlemble	P.	4	..	178	159	31	50	61	7	149	3	..	..	317	193	85	19	..	..	20	..	..	..	201 7 6
1199	Kilmichael	P.	4	..	72	45	5	13	19	2	39	1	..	..	115	59	20	5	..	..	32	..	..	..	68 8 9
6477	†Machrehanish	P.	4	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
3483	Peninver	P.	4	..	52	27	4	6	12	..	22	1	..	..	149	51	16	4	..	..	72	..	..	6	43 14 0
	COLL.			77																					
2083	Acha	P.	7	..	39	27	5	9	11	..	25	1	..	..	101	41	13	3	..	..	44	..	..	..	47 17 3
4052	Arinagour	P.	7	..	72	44	12	13	11	5	41	1	..	..	150	65	24	5	..	..	55	..	..	..	73 2 9
4908	Cornaig	P.	7	..	38	20	3	3	13	..	19	1	..	..	125	43	12	3	..	..	67	..	..	..	40 3 3
	COLONSAY AND ORONSAY.			62																					
2084	Kilchattan	P.	7	..	52	*30*	*2*	*6*	*16*	..	*24*	*1*	..	..	*100*	*50*	*16*	..	..	..	*34*	..	..	..	*60 6 0*
	CRAIGNISH.			54																					
3044	Craignish	P.	5	..	85	47	4	17	15	..	36	1	..	1	142	54	19	4	..	..	59	..	6	..	61 12 6
2457	Barbreck, Female now closed)	..	5	..	45	19	4	4	7	..	15	p	..	..	56	31	9	4	..	10	..	..	..	..	5 18 6
	CUMLODDEN § 67.			106																					
1379	Furnace	P.	5	..	110	83	14	26	32	4	76	1	1	..	250	109	48	11	..	..	56	..	8	18	102 19 0

	DUNOON & KILMUN.			1724																							
2959	Ardentinny	P.	3	..	60	39	5	12	21	..	38	1	..	..	150	65	23	5	..	..	57	..	..	..	65	7	3
3236	Dunoon, Grammar	P.	6	..	870	689	86	207	250	93	636	13	1	6	2221	1032	352	81	..	..	319	103	306	30	1116	13	11
3236 H.G.	*Dunoon, Grammar, H.G.	HGP	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..		
4388	Glenlean	P.	3	..	54	28	5	9	13	..	25	1	..	..	80	53	18	4	..	..	4	1	..	..	45	12	0
4285	Innellan	P.	3	..	146	104	21	37	38	..	96	2	1	..	363	136	63	14	..	..	145	5	..	..	123	0	0
2396	Kirn	P.	3	..	210	175	20	58	33	..	161	2	2	..	477	214	95	22	..	..	137	10	..	..	218	0	0
95	Rashfield	P.	3	..	88	74	11	26	33	..	70	1	..	..	261	105	41	9	..	..	98	7	..	..	108	16	6
2537	Sandbank	P.	3	..	208	144	26	51	48	6	131	2	2	..	434	182	84	39	..	..	117	12	..	..	176	9	3
3220	Strone	P.	3	..	160	98	16	27	34	13	90	2	..	..	327	151	56	53	..	..	62	5	..	..	150	19	6
3695	Toward	P.	3	..	54	39	4	10	21	..	35	1	..	..	111	48	19	4	..	..	37	3	..	..	53	14	0
1258	St. Mun's	R.C.	3	..	114	74	13	22	33	..	68	1	..	..	200	93	41	20	..	36	..	4	..	1	88	13	9
	GIGHA & CARA § 67.			82																							
272	Gigha	P.	4	..	94	78	17	21	26	5	69	1	1	..	192	108	43	10	..	..	20	..	..	12	104	1	0
	GLASSARY § 67.			228																							
5872	Cairnbaan	P.	5	..	51	20	5	6	7	..	18	1	..	..	78	38	11	2	..	..	27	..	..	..	38	3	9
1365	Ford	P.	5	..	60	20	3	5	8	..	16	1	..	..	128	37	10	2	..	..	79	..	..	..	35	15	6
510	Glassary	P.	5	..	106	67	5	24	26	5	60	1	1	..	233	160	38	9	..	..	86	..	..	..	102	3	6
523	Lochgair	P.	5	..	60	40	14	13	9	..	36	1	..	..	119	61	23	5	..	..	30	..	..	..	59	9	3
4251	Minard	P.	5	..	111	71	14	23	27	..	64	1	..	..	190	86	36	48	..	..	19	..	..	..	92	3	9
	GLENARAY AND INVERARAY (Burgh).			181																							
715	Bridge of Douglas	P.	5	..	72	28	3	10	7	7	27	1	..	..	84	51	16	4	..	..	13	..	..	..	51	7	6
3653	Inveraray Grammar	P.	5	..	152	111	21	33	37	7	98	2	..	1	501	171	63	14	13	..	227	..	10	1	145	15	6
	GLENORCHY & INISHAIL.			194																							
1340	Bridge of Orchy	P.	5	..	30	13	1	4	6	..	11	1	..	..	64	27	6	1	..	..	30	..	..	..	29	8	0
741	Cladich	P.	5	..	36	8	1	2	3	..	6	1	..	..	66	22	4	1	..	..	39	..	..	..	22	16	3
740	Dalmally	P.	5	..	121	81	3	16	45	7	71	2	..	..	264	147	41	49	..	..	26	..	.	..	153	12	3
	INVERCHAOLAIN.			41																							
4309	Inverchaolain	P.	4	..	49	15	2	4	5	3	14	2	..	..	179	38	11	53	..	..	78	..	..	..	43	2	0
3639	South Hall	P.	4	..	41	7	3	2	1	..	6	0	..	..	61	23	4	1	..	..	34	..	..	..	22	4	9
	JURA.			113																							
1575	Ardlussa	P.	6	..	28	13	1	6	5	..	12	0	..	..	62	24	5	1	..	..	32	..	..	..	29	10	0
405	Belnahua	P.	6	..	39	6	1	1	4	..	6	1	..	..	62	21	3	1	..	..	37	..	..	..	23	0	6
1406	Knockrome	P.	6	..	56	23	..	9	10	..	19	1	..	..	104	35	10	2	..	..	56	..	..	..	40	7	0
775	Small Isles	P.	6	..	56	46	6	10	15	6	37	1	..	..	193	94	27	7	..	..	66	..	..	..	98	10	3

* New School—Grant to run as from 1st August, 1904.
† New School—Grant to run as from 1st November, 1904

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.				Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1903–1904.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.						Annual Grant, 1902–1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.										
															£	£	£	£	£	£	£	£	£	£ s. d.
	ARGYLL—*cont.*																							
	KILARROW AND KILMENY.			558																				
3469	Bowmore	P.	6	..	285	225	25	82	75	17	199	5	1	..	666	293	108	25	60	..	151	..	28	2	322 10 0
3469 H.G.	*Bowmore, H.G.	HGP	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
735	Bunahabhain	P.	6	..	58	21	4	3	10	..	17	p	..	..	72	41	13	3	..	..	15	..	..	..	36 0 0
445	Kiels	P.	6	..	98	45	5	16	18	..	39	1	..	1	119	74	32	7	..	..	6	..	..	..	61 18 6
798	Kilmeny	P.	6	..	98	75	8	26	28	4	66	1	1	..	190	89	30	47	34	..	..	..	..	..	112 1 9
3306	Mulindry	P.	6	..	61	42	5	16	13	..	34	1	..	..	72	58	20	55	..	..	..	..	..	..	58 18 9
4488	Newton of Kilmeny	P.	6	..	144	111	17	32	45	3	97	1	2	..	227	165	57	13	..	..	..	..	..	..	156 18 11
	KILBRANDON AND KILCHATTAN § 67.			276																				
1958	Ardincaple	P.	6	..	49	31	4	7	16	2	29	1	.	..	105	53	17	4	..	..	31	..	..	..	56 4 3
4031	Easdale	P.	6	..	240	120	19	33	37	19	108	3	..	4	438	216	70	16	..	..	86	..	19	1	222 4 5
1054	Luing	P.	6	..	100	57	1	12	28	3	44	2	..	1	202	65	24	46	..	..	64	2	..	1	61 4 0
5285	North Luing	P.	6	..	51	47	11	22	4	..	37	p	..	..	65	52	25	6	..	..	..	..	..	..	44 2 6
	KILCALMONELL.			92																				
3211	Clachan	P.	4	..	119	56	8	10	20	10	48	1	1	..	223	95	20	31	..	..	76	..	..	..	93 13 6
716	Whitehouse	P.	4	..	57	38	6	10	8	10	34	1	..	..	118	60	20	5	..	..	33	..	..	..	58 12 2
	KILCHOMAN § 67.			504																				
3779	Gortan	P.	6	..	98	54	3	13	30	..	46	1	..	..	166	75	29	7	..	..	56	..	..	..	71 10 0
2436	Kilchoman	P.	6	..	107	78	2	21	40	..	63	1	..	..	243	97	37	8	..	..	101	..	..	..	100 15 0
1444	Kilnave	P.	6	..	37	23	2	9	9	..	20	p	..	..	70	37	11	2	..	..	19	1	..	..	39 14 0
2627	Port Charlotte	P.	6	..	207	138	23	51	44	7	125	3	..	3	341	203	76	17	..	..	31	..	14	..	199 16 8
2489	Portnahaven	P.	6	..	180	107	16	26	49	..	91	2	..	3	263	133	60	14	30	..	26	..	..	1	123 13 5
2771	Rockside	P.	6	..	52	26	1	7	13	..	21	p	..	..	55	37	11	2	..	..	5	..	..	..	42 0 3

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from								Annual Grant paid at end of School Year 1903–1904.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902–1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses of Higher Grade Schools).					£	£	£	£	£	£	£	£	£	£ s. d.
	ARGYLL—*cont.*																								
	KILMORE AND KILBRIDE.			147																					
774	Kerrera	P.	5	..	48	14	..	5	7	1	13	1	..	..	94	35	9	2	..	..	48	..	..	..	32 9 6
2420	Kilmore	P.	5	..	65	39	2	13	16	5	36	1	..	..	132	67	23	5	..	..	36	..	..	..	69 4 9
4697	Strontoiller	P.	5	..	45	8	1	4	1	1	7	1	..	..	83	24	4	1	..	..	53	..	..	..	25 6 0
	KILNINIAN AND KILMORE.			373																					
420	Dervaig	P.	6	..	70	36	5	11	10	4	30	1	..	..	216	63	26	6	..	..	121	..	..	..	72 0 6
2747	Fanmore	P.	6	..	47	21	..	6	10	..	16	p	..	..	106	55	8	2	..	..	40	..	..	..	61 6 6
4005	Morinish	P.	6	..	63	23	2	3	9	3	17	1	..	..	159	49	19	4	..	..	87	..	..	..	46 10 3
6119	*Sorne	P.	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
700	Tobermory	P.	6	..	295	263	29	65	66	19	179	4	2	1	643	315	114	26	94	..	85	..	9	..	287 7 3
521	Ulva	P.	6	..	37	31	2	9	15	..	26	1	..	..	147	66	23	4	25	..	29	..	..	..	49 9 9
	KILNINVER & KILMELFORD.			44																					
780	Kilmelford	P.	5	..	45	24	6	10	6	..	22	1	..	..	71	40	11	3	..	..	16	..	..	1	42 17 6
779	Kilninver	P.	5	..	67	9	3	2	3	..	8	1	..	..	92	38	11	3	..	..	40	..	..	..	32 18 6
	LISMORE AND APPIN.			597																					
2481	Baligarve	P.	6	..	88	36	4	9	13	2	28	1	1	..	178	66	24	40	..	..	48	..	..	..	52 9 11
493	Ballgrundle	P.	6	..	65	51	6	18	19	..	43	1	..	1	128	69	25	6	..	..	27	..	..	..	72 2 3
2877	Ballachulish	P.	6	..	150	118	22	36	32	10	100	1	2	1	357	164	74	40	..	..	80	..	..	..	164 2 0
422	Duror	P.	6	..	60	25	2	7	12	..	21	1	..	..	69	33	11	2	..	..	23	..	..	..	32 14 0
6408	Glencreran	P.	6	..	19	27	2	6	9	..	17	p	..	..	83	57	20	4	..	..	2	..	..	..	58 10 9
54	Lettermore	P.	6	..	46	38	6	12	15	..	33	1	..	..	79	35	9	2	..	..	32	..	..	..	33 16 0
2957	Port Appin	P.	6	..	71	16	5	8	2	..	15	1	..	..											

4290	Strath of Appin	P.	6	..	1	71		21	28	7	60	3	..	..	316	109	45	40	..	..	113	..	9	..	109	7	0
1963	Carnock, Glencoe, St. Mary's	E.	6	..	81	52	10	9	23	..	42	1	1	..	143	53	24	52	..	17	..	1	..	..	55	13	3
4579	South Ballachulish, St. John's	E.	6	..	170	93	19	28	27	6	80	2	..	1	218	114	52	24	..	27	..	..	..	..	114	12	3
	LOCHGILPHEAD.				616																							
1168	Aird	P.	5	..	50	34	3	13	14	..	30	1	..	..	90	55	29	5	..	..	4	..	..	6	54	6	0
2089	Ardrishaig	P.	5	..	278	220	29	63	92	15	199	4	..	5	650	328	122	28	14	..	121	..	..	37	322	5	6
2308	Lochgilphead	P.	5	..	300	265	43	64	89	30	226	4	1	7	750	409	151	35	17	..	73	..	20	46	377	13	4
	LOCHGOILHEAD AND KILMORICH.				115																							
2930	Kilmorich	P.	4	..	44	32	4	9	11	2	26	1	..	..	145	49	16	4	..	..	73	4	..	..	51	8	3
2503	Lochgoilhead	P.	4	..	72	31	5	9	11	3	28	1	..	..	310	59	21	5	..	..	220	4	..	..	77	11	6
	MORVERN.				145																							
1764	Bunavuhin	P.	7	.	55	27	3	8	12	3	26	1	..	..	115	50	16	4	..	..	45	..	..	..	52	13	0
1765	Claggan	P.	7	..	48	26	1	7	13	2	23	1	..	..	86	49	16	4	..	..	17	..	..	..	60	8	3
3272	Lochaline	P.	7	..	60	37	5	8	16	..	29	1	..	..	134	60	22	5	..	..	48	..	..	..	51	13	0
	NORTH KNAPDALE § 67.				133																							
1177	Ashfield	P.	5	..	39	14	1	5	3	4	13	1	..	..	78	35	9	2	..	..	32	..	..	..	32	10	3
2385	Bellanoch	P.	5	..	73	38	5	10	11	5	31	1	..	2	178	69	19	4	..	..	85	..	..	..	69	18	0
253	Tayvallich	P.	5	..	100	44	5	9	14	6	34	1	..	1	262	85	31	7	..	..	138	..	..	..	82	11	3
	OBAN (Burgh).				1065																							
2638	High	P.	6	..	1529	723	126	221	279	20	646	17	3	3	2317	1001	373	87	..	..	850	6	..	..	1037	15	10
2638 H.G.	High, H.G.	H.G.	6	..	480	96	..	..	..	89	89	2	2	..	1122	435	67	15	60	..	288	..	256	..	347	11	5
4295	St. John's	E.	5	..	106	90	21	24	22	4	71	2	1	..	214	114	52	25	6	47	..	1	..	1	92	10	0
206	Oban	R.C.	5	..	110	82	24	23	23	..	70	1	..	..	199	83	40	19	..	53	..	1	..	4	87	12	9
	SADDELL AND SKIPNESS.				224																							
2922	Carradale	P.	4	..	158	120	11	39	47	3	100	2	..	..	260	137	62	14	..	..	45	..	..	..	134	10	9
560	Saddell	P.	4	..	54	21	2	7	8	2	19	1	..	..	138	39	11	3	..	..	35	..	..	..	40	0	0
4021	Skipness	P.	4	..	54	25	7	4	9	2	22	1	..	..	94	40	11	3	..	..	40	..	..	..	45	15	6
498	Sperasaig	P.	4	..	30	16	2	4	4	4	14	1	..	..	123	33	8	2	..	..	31	..	..	..	39	9	3
	SALEN.				61																							
763	Salen	P.	6	..	120	43	12	11	10	2	35	1	..	..	227	72	29	7	30	..	89	..	..	..	73	12	0

* New School—Grant to run as from 1st October, 1904.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1903–1904.
							Under 7 (Infants.)	Above 7 and under 10 (Junior Division).	Above 10 (Senior Division).	Above 10 (Supplementary Courses or Higher Grade Schools).	Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902-1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
															£	£	£	£	£	£	£	£	£	£	£ s. d.
	ARGYLL—*cont.*																								
	SMALL ISLES (*see* Inverness-shire).																								
	SOUTHEND.			132																					
1226	Glenbreckrie	P.	4	..	45	29	1	9	11	..	21	1	..	..	125	47	31	3	..	..	44	..	..	..	42 0 6
2246	Southend	P.	4	..	150	85	17	26	31	5	79	1	..	2	255	145	32	11	..	..	67	..	..	..	133 7 6
	SOUTH KNAPDALE.			104																					
1441	Auchoish	P.	5	..	27	16	..	5	8	..	13	p	..	..	69	35	10	2	..	..	22	..	..	..	32 9 6
717	Dunmore	P.	5	..	49	34	4	9	13	..	26	1	..	..	85	47	16	4	..	..	19	..	..	..	46 18 9
1430	Inverneil	P.	5	..	34	8	2	2	5	..	9	1	..	..	71	24	4	1	..	..	42	..	..	..	26 13 9
4026	Kilberry	P.	5	..	63	28	5	9	8	1	23	1	..	..	97	46	15	3	..	..	32	..	..	..	45 11 6
4004	Ormsary	P.	5	..	60	18	3	5	7	..	15	1	..	..	67	35	10	2	..	..	21	..	..	..	34 7 9
	STRALACHLAN AND STRACHUR.			101																					
3335	Poll	P.	4	..	72	12	2	3	5	..	10	1	..	..	76	31	8	2	..	..	25	..	..	..	27 19 3
2887	Strachur	P.	4	..	80	59	7	15	22	4	48	1	1	..	235	74	28	46	..	..	84	..	..	2	78 10 9
3502	Stralachlan	P.	4	..	76	24	3	9	6	2	20	1	..	..	84	39	11	3	..	..	31	..	..	..	43 11 9
	STRONTIAN.			92																					
4126	Strontian	P.	6	..	138	82	8	23	28	4	63	2	..	..	249	118	45	10	30	..	41	2	..	3	118 5 6
	TARBERT § 67.			453																					
4519	Tarbert	P	5	.	659	461	70	142	147	52	411	8	1*	4	1110	669	249	57	..	..	89	28	18	..	678 15 6

	TOROSAY.				96																						
829	Crogan		P.	6	..	27	8	2	4	2	..	8	p	..	..	72	30	7	2	..	..	33	..	..	..	25	1	6
2927	Kinlochspelvie		P.	6	..	46	25	4	9	6	3	22	1	..	..	96	39	11	3	20	..	24	..	..	..	43	9	6
407	Lochdonhead		P.	6	..	87	37	..	9	21	..	30	1	..	..	159	85	28	6	..	..	40	..	..	..	81	5	3
	TYREE § 67.				457																						
1864	Balimartin		P.	7	..	104	73	8	22	28	..	58	1	1	..	207	89	39	9	..	..	70	..	..	..	74	4	8
2603	Cornaigmore		P.	7	..	149	115	5	37	34	9	85	2	..	2	282	164	63	14	..	..	37	4	..	..	129	14	10
3808	Hillipool		P.	7	..	120	77	4	17	24	9	54	1	..	2	238	224	52	12	..	..	1	..	..	..	100	16	6
2847	Ruaig		P.	7	..	94	56	5	12	22	3	42	1	..	..	151	64	26	6	..	..	55	1	..	..	59	17	6
1626	Scarnish		P.	7	..	70	30	3	7	18	3	26	1	..	..	129	51	16	4	..	..	58	..	..	..	52	15	3
	TOTAL				13708	19839	11968	1666	3487	4418	860	10431	283	41	70	39944	18325	6444	2249	582	270	10574	515	929	207	18,278	8	2
	AYR.																										
	ALLOWAY.				195																						
2249	Alloway		P.	2	..	265	214	31	73	74	9	187	3	1	..	584	219	121	..	..	..	219	..	..	25	219	7	0
	ARDROSSAN.				2425																						
2724	¶Academy		P.	6	..	219	230	21	64	115	..	200	8	..	2	1147	251	129	30	..	..	428	309	..	..	237	3	9
2724 H.G.	¶Academy H.G.		HGP	6	..	192	133	..	..	..	107	107	2	1	..	1311	411	65	14	..	..	7	218	594	1	411	6	4
1377	Eglinton		P.	12	..	565	460	88	147	161	4	400	8	2	3	1364	434	230	..	..	..	670	26	..	4	451	15	9
967	Saltcoats		P.	12	..	927	866	148	294	296	10	748	13	4	8	2052	787	396	..	..	..	781	83	..	6	878	16	4
2082	Winton		P.	12	..	497	450	60	140	173	10	383	9	..	4	1234	450	280	..	..	..	497	57	..	..	465	9	8
4487	Saltcoats		R.C.	11	..	625	540	81	163	202	..	446	4	2	4	997	424	254	60	..	238	..	21	..	..	494	10	0
	AUCHINLECK § 67.				1577																						
2759	Auchinleck		P.	10	..	465	511	95	180	141	6	422	8	1	2	873	470	256	..	..	..	147	..	..	..	453	19	10
3673	Cronberry		P.	10	..	210	166	38	47	50	2	137	3	..	..	440	144	78	..	..	..	218	..	..	..	146	9	6
2179	Darnconner		P.	10	..	298	318	42	100	115	..	257	4	1	2	612	272	148	..	..	..	193	..	..	..	259	9	8
1358	Glenmuir		P.	10	..	110	25	3	8	10	..	21	1	..	..	96	41	14	..	..	..	42	..	..	..	38	3	6
2235	Lugar		P.	10	..	383	274	51	91	95	..	237	2	1	2	487	250	134	..	..	..	102	..	..	..	262	16	3
1723	St. Patrick's		R.C.	5	..	275	222	53	65	73	..	191	2	2	..	413	192	108	52	..	80	..	5	..	2	204	5	3
	AYR (Burgh).				5695																						
603	¶Grammar		P.	2	..	489	449	43	110	130	66	399	10	..	3	1371	530	231	52	..	..	70	485	..	3	565	8	0
4017	Lady J. Hamilton's		P.	2	..	450	261	46	97	96	..	239	5	3	2	821	330	161	35	..	14	235	30	..	17	313	16	1
3474	Newtonhead		P.	2	..	882	835	144	293	290	19	746	13	4	2	2085	839	458	99	..	..	624	62	..	3	879	12	9

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1903–1904.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902–1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).					£	£	£	£	£	£	£	£	£	£	£ s. d.
	AYR—*cont.*																								
	AYR (Burgh)—*cont.*																								
2108	Newton-on-Ayr, Academy	P.	2	..	504	534	66	175	219	..	460	8	..	6	1157	534	288	64	..	..	221	39	..	10	523 3 7
4674	Russell Street	P.	1	..	1168	1114	157	342	437	52	988	18	2	4	2218	1209	589	..	..	..	289	123	..	8	1136 0 6
2806	Smith's Institution	P.	2	..	550	429	57	141	154	9	361	7	1	3	1071	424	232	50	..	..	331	8	..	26	428 8 9
3776	Wallacetown	P.	2	..	516	470	78	164	168	..	410	7	1	2	1067	450	244	55	..	..	288	30	..	1	460 6 8
3292	Ayr	E.	2	..	297	300	43	103	111	..	257	4	..	4	495	276	160	38	..	46	..	..	..	3	282 5 10
4051	St. Margaret's	R.C.	10	..	493	461	74	155	155	3	387	3	6	..	952	433	226	56	..	211	..	25	..	..	438 1 9
	BALLANTRAE.			244																					
806	Auchenflower	P.	3	..	60	28	6	9	10	..	25	1	..	..	102	41	14	3	..	..	43	..	..	..	44 12 0
2743	Ballantrae	P.	3	..	208	166	28	47	47	7	129	2	2	..	498	164	88	19	..	..	181	..	50	..	154 2 8
1184	Ballochdowan	P.	3	..	48	72	2	2	6	..	10	1	..	..	77	27	7	2	..	..	41	..	..	..	26 1 6
3504	Glenapp	P.	3	..	42	13	3	3	6	..	12	1	..	..	66	24	5	1	20	..	15	..	..	.	27 6 0
	BARR.			110																					
2838	Barr	P.	3	..	133	67	10	20	33	..	63	2	..	..	372	78	37	8	..	..	246	..	..	3	80 8 9
1111	Clashgulloch	P.	3	..	42	13	1	4	7	..	12	1	..	..	82	29	8	2	..	..	43	..	..	..	28 10 3
793	*Rowantree*	P.	3	..	22	11	3	5	3	..	11	1	..	..	80	24	5	1	..	..	49	..	..	..	26 0 0
	BEITH § 67.			1611																					
2080	Academy	P.	1	..	1224	1102	165	350	366	46	927	15	3	3	2365	1167	587	..	..	..	489	..	120	2	1176 15 2
2982	Gateside*	P.	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
897	Greenhills	P.	1	..	200	189	26	59	63	..	148	2	1	1	464	163	86	..	..	..	215	..	..	..	166 10 4

	COLMONELL			393																								
2780	Barrhill	P.	5	..	206	105	11	32	45	..	88	2	..	1	276	110	59	13	..	..	93	..	..	..	102	10	0
3036	Colmonell	P.	5	..	150	101	15	34	34	9	92	2	..	..	271	105	56	12	..	..	97	..	..	..	115	8	6
1705	Corwar	P.	5	..	60	32	2	9	14	..	25	1	..	..	80	42	14	3	..	..	21	..	..	..	44	3	6
2394	Lendalfoot	P.	5	..	48	34	2	8	14	..	24	1	1	..	99	49	19	4	..	..	27	..	..	..	42	0	6
2810	Pinwherry	P.	5	..	60	68	13	22	25	..	60	1	..	..	145	61	33	8	..	..	43	..	..	..	66	4	3
	COYLTON.			597																								
2469	Coylton	P.	1	..	324	280	46	97	94	..	237	3	2	1	533	238	136	..	..	..	159	..	..	..	257	6	0
1711	Littlemill	P.	1	..	214	188	40	52	62	10	164	2	1	..	365	155	82	..	..	..	128	..	..	..	181	8	0
	CRAIGIE.			82																								
3682	Craigie	P.	5	..	117	50	10	17	17	..	44	1	..	..	177	57	28	6	..	..	86	..	..	..	54	14	0
	CROSSHILL.			239																								
2263	Crosshill	P.	1	..	275	162	25	49	65	..	139	2	1	2	324	158	88	..	..	..	78	..	..	..	166	8	11
2849	Kilkerran, Hillside	P.	1	..	82	49	11	16	15	..	42	p	..	..	74	32	24	..	..	..	18	..	..	..	44	18	3
	DAILLY.			375																								
3061	Dailly	P.	3	..	227	144	32	47	42	..	121	2	1	..	441	122	71	16	..	..	232	..	..	..	125	10	6
3874	Kilgrammie	P.	3	..	102	51	9	15	18	..	42	1	..	..	125	49	27	6	..	..	43	..	..	..	45	12	0
1598	Old Dailly	P.	3	..	88	35	2	9	18	..	29	1	..	..	110	47	20	5	..	..	39	..	..	..	42	17	0
4397	Wallacetown Works	..	11	..	133	85	16	28	33	..	77	1	1	..	178	81	46	11	..	43	..	..	..	..	83	13	9
	DALMELLINGTON § 67.			1272																								
650	Benwhat	P.	6	..	265	144	34	38	44	6	122	2	1	..	383	130	68	16	..	..	141	7	..	22	130	16	6
2333	Craigmark	P.	6	..	221	50	28	19	1	..	48	1	..	..	114	50	29	7	..	..	18	1	..	9	47	19	9
4374	Dalmellington	P.	6	..	483	435	69	123	154	26	372	4	3	3	962	430	214	49	..	..	213	22	..	33	462	12	4
4117	Lethan Hill	P.	6	..	404	246	44	70	73	8	195	4	..	1	601	221	117	27	..	..	196	16	..	25	231	9	11
3998	Waterside	P.	6	..	584	266	52	91	84	7	234	3	2	2	726	250	133	30	..	..	268	21	..	24	277	14	4
4654	Dalmellington	R.C.	6	..	184	102	24	32	35	..	91	1	..	1	201	62	35	17	..	79	..	7	..	..	97	11	3
	DALRY.			1701																								
2079	Blairmains	P.	4	..	100	25	3	10	8	..	21	1	..	..	112	21	11	3	..	..	77	..	..	..	22	19	0
3074	Dalry	P.	6	..	1077	1187	213	374	405	..	992	15	3	4	2241	1414	603	138	..	..	86	..	..	..	1014	2	6
3074 H.G.	Dalry, H.G.	HGP	6	..	76	40	..	..	..	34	34	1	2	..	366	65	16	4	..	..	189	..	93	..	111	0	1
3374	Kersland Barony	P.	4	..	193	185	27	66	54	..	147	2	2	..	366	157	86	20	..	..	103	..	..	..	159	7	6
	DALRYMPLE.			257																								
418	*Dalrymple*	P.	2	..	212	181	21	53	68	9	151	2	1	2	365	162	90	..	..	..	113	..	..	..	185	12	9
4866	Hollybush, Infants'	P.	2	..	63	29	11	13	1	..	25	1	..	..	78	23	12	..	..	..	37	..	..	..	25	1	3
2331	Kerse	P.	6	..	165	83	19	28	22	..	69	1	1	..	215	69	38	9	..	..	99	..	..	..	78	6	6

* Formerly an Undenominational School—now transferred to the School Board—Grant for 18 months to be paid in 1905.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.				Number of Teachers.			Expenditure on Maintenance of School.	Income of School, derived from									Annual Grant paid at end of School Year 1903–1904.
							Under 7 (Infants.)	Above 7 and under 10 (Junior Division).	Above 10 (Senior Division).	Above 10 (Supplementary Courses or Higher Grade Schools).	Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902–1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
														£	£	£	£	£	£	£	£	£	£	£ s. d.
	AYR—*cont.*																							
	DREGHORN.			1039																				
4137	Crossroads	P.	12	..	100	86	9	31	29	..	69	2	..	1	244	101	58	..	..	..	85	..	..	..	75 17 3
2987	Dreghorn	P.	12	..	420	491	84	166	176	..	426	8	1	1	1105	460	250	..	..	..	396	..	..	..	474 3 0
4383	Springside	P.	12	..	300	301	59	103	85	..	238	4	..	2	775	289	155	..	..	..	331	..	..	..	259 3 3
	DUNDONALD.			1244																				
3102	Dundonald	P.	1	..	272	176	23	65	65	3	156	2	2	1	560	165	86	..	..	..	310	..	..	..	181 16 3
1707	Loans	P.	1	..	60	46	11	21	9	..	41	1	..	..	99	44	26	..	..	..	29	..	..	..	43 3 3
950	Troon, Portland	P.	1	..	1019	881	137	255	300	35	727	15	3	7	2209	811	431	..	..	..	967	..	..	1	880 6 6
2046	Troon, St. Patrick's	R.C.	4	..	172	63	17	16	24	..	57	1	..	1	157	64	35	17	..	30	..	2	..	..	64 0 0
	DUNLOP.			272																				
241	Dunlop	P.	3	..	252	196	21	69	79	..	169	3	1	1	605	166	92	21	..	..	326	..	..	..	190 4 0
	FENWICK.			151																				
3127	Fenwick	P.	3	..	153	92	1	33	36	..	82	2	..	..	238	91	51	12	..	..	79	5	..	1	89 18 6
3782	Hairshaw	P.	3	..	65	36	4	11	17	..	32	1	..	..	119	47	17	4	..	..	50	..	..	..	50 12 3
	GALSTON § 67			1455																				
4057	Allanton	P.	6	..	46	19	4	11	1	..	16	1	..	..	75	25	14	3	..	..	33	..	..	..	16 18 3
2155	Galston	P.	6	..	1159	1166	140	395	431	37	1003	17	5	3	2450	1203	604	138	125	..	241	..	..	139	1288 9 0
640	St. Sophia's	R.C.	4	..	121	110	12	41	24	..	77	1	1	..	177	88	49	24	..	15	..	1	..	..	83 7 6

	GIRVAN (Town) § 67			699																							
159	Girvan	P.	6	..	749	555	119	165	222	..	506	8	1	3	1123	558	307	62	..	..	195	..	..	..	586	3	9
159 H.G.	Girvan, H.G.	HGP	6	..	131	74	..	..	..	65	65	2	..	..	553	227	39	..	..	..	107	..	160	20	237	4	9
1839	Sacred Heart	R.C.	11	..	181	96	16	23	47	6	92	1	2	..	246	101	48	12	..	66	..	19	..	..	120	6	3
	GIRVAN (Landward).			344																							
1401	Assel	P.	4	..	50	50	9	12	23	..	44	1	..	..	123	59	24	6	..	..	34	..	..	..	63	6	3
1407	Doune	P.	4	..	118	125	21	40	53	..	114	2	..	..	197	96	64	14	..	..	26	..	..	..	115	15	11
2511	Girvan	P.	4	..	301	233	39	70	96	..	205	3	1	1	579	224	122	28	21	..	184	..	..	..	226	17	0
	IRVINE (Burgh) § 67.			2020																							
1120	Bank Street	P.	11	..	665	586	107	157	243	..	507	7	2	4	1210	559	288	..	..	..	278	85	..	..	582	4	1
2513	East Road	P.	11	..	336	293	45	82	105	..	232	4	3	1	654	292	134	..	..	..	199	29	..	..	264	3	9
3145	Fullarton	P.	11	..	192	219	57	108	20	..	185	2	1	2	412	197	102	..	..	..	91	22	..	..	201	15	6
2129	Fullarton, Loudon St.	P.	11	..	517	569	83	178	241	..	502	6	2	2	1118	532	262	..	..	..	264	60	..	..	567	15	11
1127	Irvine	R.C.	10	..	328	155	35	49	42	..	126	1	2	..	282	117	59	16	..	69	..	..	..	..	134	1	0
	IRVINE (Landward).			342																							
2358	Annick Lodge	P.	5	..	200	172	39	46	62	..	147	2	2	..	442	174	97	22	..	..	148	..	..	..	158	3	6
	KILBIRNIE § 67.			1433																							
2095	Bridgend	P.	3	..	332	305	53	100	98	8	259	3	4	..	658	277	151	35	..	..	170	24	..	1	293	11	6
2124	*Glengarnock*	P.	3	..	500	510	78	171	167	7	423	7	4	..	1114	471	258	59	..	..	267	52	..	11	477	18	3
2499	Ladyland	P.	3	..	412	361	56	94	138	9	297	5	2	..	837	326	170	39	..	..	246	85	..	22	343	12	6
5286	St. Bridget's	R.C.	3	..	288	274	35	96	85	..	216	2	..	..	487	227	127	61	..	108	..	13	..	..	212	17	9
3894	Female Industrial	..	3	..	106	110	27	32	35	..	94	1	..	..	184	90	55	26	5	..	..	14	..	..	97	15	3
	KILMARNOCK (Burgh).			6820																							
1352	¶Academy	P.	6	..	492	470	47	136	225	..	408	10	4	3	1625	535	258	59	..	..	341	432	..	..	478	9	0
1352 H.G.	¶Academy H.G.	HGP	6	..	395	378	..	..	..	351	351	10	3	..	2915	1089	166	37	6	..	780	322	514	..	1328	2	0
3970	Bentinck	P.	9	..	904	982	175	326	327	..	828	14	3	3	1964	880	471	..	..	..	504	110	..	..	934	10	9
2722	Dundonald Road, Grammar	P.	10	..	397	393	184	323	367	..	874	13	3	6	1934	1007	520	..	..	..	295	112	..	..	1014	17	7
304	Glencairn	P.	10	..	697	664	106	237	227	..	570	10	1	5	1418	616	332	..	..	..	417	40	..	12	647	16	9
2634	Hamilton	P.	9	..	395	383	176	295	284	..	755	14	..	4	1849	809	426	..	..	..	517	97	..	..	849	9	7
222	High Street	P.	10	..	323	328	128	271	239	..	638	12	2	3	1467	651	373	..	..	..	394	48	..	..	692	16	9
3633	West Netherton	P	10	..	391	384	53	126	144	..	323	7	1	2	927	389	194	..	..	..	328	34	..	3	364	0	6
4465	Kilmarnock	R.C.	4	..	532	497	86	174	144	..	404	7	1	2	918	451	244	117	..	105	..	..	..	..	450	10	0

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.				Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1903–1904.
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														£	£	£	£	£	£	£	£	£	£	£ s. d.
	AYR—*cont.*																							
	KILMARNOCK (Landward).			421																				
877	Crooked Holm	P.	5	..	250	200	29	53	85	..	167	3	3	1	629	194	100	23	..	..	312	..	..	..	184 8 7
3014	Grougar	P.	5	..	97	45	14	18	7	..	39	1	..	..	133	49	23	5	..	..	56	..	..	..	50 5 3
1115	Rowallan	P.	5	..	127	98	12	34	36	..	82	1	1	1	261	94	57	13	..	..	97	..	..	..	90 2 0
	KILMAURS.			1095																				
3051	Crosshouse	P.	11	..	626	515	88	167	157	10	422	6	3	3	1057	445	244	..	..	..	368	..	..	1	479 11 3
2232	Kilmaurs	P.	11	..	378	335	67	123	116	..	316	5	3	2	906	321	183	..	37	..	365	..	..	..	343 10 6
4784	Crosshouse, St. Mary's	R.C.	4	..	116	34	4	11	12	..	27	1	..	..	80	36	20	9	..	14	..	..	..	..	29 13 6
	KILWINNING.			1848																				
255	*Auchentiber*	P.	3	..	110	82	10	22	33	4	69	1	..	..	219	77	41	9	..	..	91	..	..	..	72 16 9
2515	Eglinton District	P.	1	..	431	381	69	133	105	..	307	4	3	3	786	341	186	..	5	..	254	..	..	..	336 11 0
669	Fergushill	P.	3	..	293	268	50	83	89	..	222	3	1	2	541	250	134	31	5	..	121	..	..	..	246 3 3
2375	Kilwinning	P.	1	..	1147	944	124	305	317	25	771	10	6	5	1881	879	459	..	11	..	533	..	..	..	907 1 0
6452	Lylestone	P.	1	..	26	29	19	8	..	..	27	1	..	..	35	New Schl.	..	..	..	..	35	..	..	..	12 11 0
	KIRKMICHAEL.			166																				
485	Kirkmichael	P.	1	..	143	124	22	40	46	..	108	2	..	..	286	119	65	..	..	..	102	..	..	..	118 19 6
	KIRKOSWALD.			317																				
3243	Kirkoswald	P.	5	..	162	129	20	36	47	..	103	2	..	1	295	121	65	15	..	..	78	16	..	..	115 0 3
4864	Maidens	P.	5	..	56	53	15	28	3	..	46	1	..	..	93	38	25	6	..	..	20	5	..	..	48 4 9
3062	Townhead	P.	5	..	95	94	16	19	44	2	81	1	1	..	284	84	47	11	..	..	142	..	..	..	89 9 0

	Largs			788																							
4591	Fairlie	P.	4	..	140	108	23	35	43	..	101	2	1	..	292	104	56	13	..	..	118	..	..	..	110	16	9
3457	Largs	P.	6	..	302	531	84	141	205	35	465	8	2	4	1446	542	269	..	75	..	460	..	100	..	907	0	2*
3457 HG	† Largs, H.G.	HGP	6	..	..	..	..	..	..	..	..	..		..	..	..	..	..	..	..	..	..	..	..	..	..	
5628	Largs, St. Mary's	R.C.	3	..	162	65	23	20	17	..	60	1	.	..	167	53	31	15	..	60	..	5	..	..	62	7	9
	Loudoun § 67.			1724																							
3423	Darvel	P.	5	..	700	648	78	226	212	42	558	8	4	6	1403	656	326	75	115	..	226	..	..	6	701	6	0
2057	Moor	P.	5	..	35	11	1	4	4	..	9	p	..	..	49	28	8	2	..	..	11	..	..	..	24	6	0
2683	Newmilns	P.	5	..	316	668	63	216	219	61	559	11	1	4	1675	718	352	81	..	..	518	..	..	6	736	12	3
1532	Newmilns, Lady Flora's	..	5	..	279	200	37	61	58	..	156	2	1	4	441	173	91	43	204	..	..	..	..	2	182	11	8
	Mauchline.			383																							
2184	Crosshands	P.	4	..	83	28	5	18	5	..	23	1	..	..	91	25	14	3	..	5	43	..	..	..	24	8	3
2908	Mauchline	P.	4	..	574	506	67	180	170	16	433	7	1	3	1030	520	261	60	40	..	149	..	..	..	518	18	5
	Maybole and Maybole West Church § 67.			1694																							
4747	Cairn	P.	6	..	478	513	111	201	135	..	447	7	2	..	863	459	270	61	..	..	53	21	..	..	456	16	6
4080	*Fisherton*	P.	1	..	129	89	15	25	37	3	80	1	1	1	219	93	55	..	..	..	54	5	..	12	89	17	6
4084	Ladyland	P.	6	..	1025	800	124	207	327	61	719	14	..	11	2233	830	419	94	..	..	352	78	338	122	992	4	1
4084 HG	† Ladyland	HGP	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
3016	*Minishant*	P.	5	..	90	56	7	20	24	..	51	1	..	..	164	50	28	6	..	..	69	..	..	9	56	6	0
1125	St. Cuthbert's	R.C.	5	..	127	125	25	33	46	..	109	2	..	..	236	124	70	34	..	16	..	6	..	..	117	19	6
	Monkton & Prestwick.			759																							
359	Monkton	P.	2	..	160	102	19	46	24	..	89	2	..	..	324	96	53	12	..	..	163	..	..	..	95	10	6
2467	Prestwick	P.	2	..	304	333	46	122	118	..	286	6	..	1	820	336	172	42	..	..	270	..	..	..	316	6	6
6447	¶ Prestwick, High	P.	2	..	296	162	15	35	67	18	135	5	..	..	685	79	97	47	..	..	353	109	..	..	178	2	6
	Muirkirk § 67.			1231																							
2521	Furnace Road	P.	6	..	583	477	88	151	166	3	408	6	1	2	924	416	227	52	..	..	290	..	..	..	446	8	9
1252	Glenbuck	P.	6	..	284	243	55	79	76	..	210	3	1	1	646	210	112	27	..	..	297	..	..	..	227	3	6
3987	Main Street	P.	6	..	329	326	68	99	105	1	273	3	4	2	893	307	170	38	..	..	378	..	..	..	297	13	6
1271	Wellwood	P.	6	..	57	23	3	8	7	..	18	p	..	..	70	35	11	3	..	..	22	..	..	..	35	16	0
49	St. Thomas'	R.C.	4	..	190	68	12	19	19	..	50	1	..	1	126	53	32	16	..	22	..	2	..	..	53	15	9
	New Cumnock.			1260																							
1392	Bank	P.	1	..	407	431	81	145	135	17	378	5	2	1	857	401	239	..	..	..	216	..	..	..	413	6	6
5868	Beoch Side	P.	5	..	53	35	8	10	14	..	32	1	..	..	133	54	22	5	..	..	53	..	..	..	49	11	6
416	Dalleagles	P.	1	..	198	165	29	46	62	..	137	3	..	..	428	157	85	..	..	..	178	..	..	8	150	14	6
4343	New Cumnock	P.	1	..	478	518	82	187	195	8	472	8	3	2	1226	530	287	..	..	..	402	..	..	6	546	11	9
460	New Cumnock	R.C.	5	..	98	16	..	7	7	..	14	1	..	..	94	15	8	4	..	68	..	..	..	..	15	16	9

* Grant for 19 months. † New School—Grant to run as from 1st August, 1904.

List of Schools aided from Parliamentary Grant—*Continued*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1903–1904.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902–1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).															
															£	£	£	£	£	£	£	£	£	£	£ s. d.
	AYR—*cont.*																								
	OCHILTREE.			377																					
334	Ochiltree	P.	1	..	191	158	25	57	57	..	139	3	..	..	382	146	75	..	6	..	161	..	..	..	154 18 9
4300	Sinclairston	P.	1	..	133	142	19	53	50	..	122	1	2	..	309	122	71	..	..	..	116	..	..	..	134 14 0
	OLD CUMNOCK § 67.			1072																					
452	Garallan	P.	12	..	159	139	8	28	75	..	111	3	..	..	420	119	44	..	..	..	238	..	..	19	126 7 3
51	Old Cumnock	P.	6	..	760	638	90	187	233	52	562	11	2	5	1611	400	332	76	..	..	571	..	124	108	664 5 11
51 H.G.	*Old Cumnock, H.G.	HGP	6	..	..	.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
6405	Skares	P.	12	..	170	130	34	58	18	..	110	1	2	..	280	165	74	..	..	..	20	..	..	21	114 6 6
2063	Old Cumnock	R.C.	5	..	182	136	20	33	58	2	113	1	1	1	245	135	73	35	..	2	..	..	..	..	126 3 4
	RICCARTON.			1122																					
3419	Cross Roads	P.	9	..	104	64	10	27	10	11	58	1	1	..	199	56	31	..	..	..	112	..	..	..	62 19 3
4481	Hurlford	P.	9	..	533	594	92	205	191	..	488	7	1	1	960	513	288	..	..	..	159	..	..	..	506 12 2
3593	Riccarton	P.	10	..	162	178	27	64	60	..	151	3	1	..	423	170	94	..	..	..	159	..	..	..	165 0 6
158	Hurlford, St. Paul's	R.C.	4	..	247	102	19	32	24	..	75	1	1	..	185	82	46	22	..	32	..	3	..	..	80 0 0
1718	Barleith	..	3	..	117	116	58	42	2	..	102	2	..	..	169	96	62	30	..	..	..	..	..	..	94 19 3
	ST. QUIVOX (Landward) AND NEWTON-ON-AYR (Landward).			269																					
55	St. Quivox	P.	3	..	93	105	23	37	34	..	94	1	1	..	205	88	49	11	..	..	57	..	..	..	101 14 0
2514	Whitletts	P.	3	..	164	159	25	47	44	..	116	2	1	..	303	131	77	18	..	..	77	..	..	..	125 5 6

	SKELMORLIE.			214																									
3624	Skelmorlie	P.	4	..	297	168	26	48	47	10	131	2	2	3	479	159	86	40	..	..	170	21	..	4	162	3	3
4165	Meigle	C.S.	4	..	45	15	5	7	1	..	13	p	..	..	57	16	10	5	..	28	..	..	..	1	13	4	3
	SORN.			736																									
530	Auchincloigh	P.	3	..	55	25	6	6	8	..	20	1	..	..	119	36	12	3	..	..	68	..	..	..	33	3	3
4446	Catrine	P.	3	..	500	480	71	140	160	10	381	6	2	1	915	418	221	51	..	..	225	..	..	..	438	9	3
3496	Sorn	P.	3	..	216	109	17	37	33	..	87	2	..	1	342	117	52	12	..	..	161	..	..	..	96	15	3
	STAIR.			254																									
2342	Stair	P.	6	..	191	213	31	75	82	..	188	2	2	..	438	200	107	24	..	..	80	22	4	..	211	17	2
	STEVENSTON § 67.			2134																									
2381	Ardeer	P.	5	..	387	372	82	158	61	..	301	4	2	2	711	464	186	43	..	..	18	..	..	..	327	16	6
3885	Kyles hill	P.	5	..	471	474	89	183	118	..	390	6	2	2	865	413	225	52	..	..	176	..	..	..	421	10	6
2363	Stevenston	P.	5	..	880	898	137	255	322	21	735	13	..	9	2007	842	428	98	..	..	639	..	..	..	871	11	6
	STEWARTON.			687																									
3749	Kingsford	P.	6	..	91	54	7	19	19	..	45	1	..	..	174	66	29	6	..	..	72	1	..	..	64	5	9
3498	Stewarton	P.	6	..	776	541	86	179	184	6	455	4	6	3	1065	493	278	62	..	..	160	61	..	5	512	19	6
	STRAITON.			205																									
3922	Patna	P.	10	..	180	151	40	46	47	..	133	2	1	1	330	141	78	..	..	..	103	8	..	..	143	15	3
2557	Straiton	P.	1	..	110	69	14	18	22	2	56	2	..	..	197	65	33	..	..	..	99	..	..	..	70	9	0
	SYMINGTON.			93																									
101	Symington	P.	3	..	132	82	13	23	32	..	68	1	..	..	187	76	41	9	..	..	60	..	..	..	74	8	6
	TARBOLTON.			907																									
4335	Annbank, Ayr Colliery	P.	6	..	470	173	66	75	5	..	146	1	2	..	414	444	244	56	..	..	..	..	..	..	229	5	7
6465	Annbank, New	P.	6	..	420	402	40	110	180	..	330	4	3	1	548	New Sch.	..	..	..	..	548	..	..	..	277	10	0
2299	Tarbolton	P.	6	..	300	234	27	83	87	6	203	2	2	2	551	252	136	31	..	..	133	..	..	..	243	3	6
6187	St. Ann's	R.C.	6	..	141	136	25	34	31	14	104	2	..	..	282	126	74	33	..	50	..	..	..	..	112	9	9
	WEST KILBRIDE.			505																									
2161	West Kilbride	P.	4	..	507	398	61	128	128	22	339	5	2	3	996	468	201	46	..	..	341	..	..	..	414	13	4
	TOTAL			52739	56055	47826	7762	15256	16228	1442	40683	690	203	227	112292	46992	24065	8472	675	1402	29835	3510	2097	768	48,695	11	0

* New School.—Grant to run as from 1st July, 1904.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division).	Above 10. (Supplementary Courses or Higher Grade Schools).	Total.	Number of Teachers. Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School. £	Income of School derived from: Annual Grant, 1902-1903. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools and General Aid Grant. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	Annual Grant paid at end of School Year 1903-1904. £ s. d.
	BANFF.																								
	ABERLOUR § 67.			676																					
2294	Aberlour	P.	6	..	395	361	50	103	112	59	324	5	2	3	866	438	181	42	8	..	136	..	55	6	615 17 11‡
2294 HG	* Aberlour, H.G.	H.G. P.	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
4316	Craigellachie	P.	6	..	132	108	31	36	29	..	96	1	1	1	167	102	57	13	..	..	..	..	..	..	89 4 9
119	Edenvillie	P.	3	..	146	33	18	26	25	..	69	1	1	..	206	78	44	10	..	..	74	..	..	..	73 16 9
1073	Charlestown of Aberlour	E.	3	..	391	313	48	80	160	20	308	5	1	..	666	300	170	81	..	114	..	..	..	..	369 4 0
	ALVAH.			194																					
3534	Alvah	P.	1	..	148	62	13	21	15	5	54	1	1	..	273	57	30	..	22	..	165	..	..	..	64 11 9
3565	Dunlugas, Female	P.	½	..	72	36	11	9	11	1	32	p	..	..	100	42	20	..	..	..	38	..	..	..	43 16 6
3269	Linhead	P.	1	..	124	56	13	14	21	3	51	1	1	..	186	48	24	..	..	..	114	..	..	..	61 5 5
	BANFF (Burgh) § 67			761																					
2767	Academy	P.	6	..	1042	609	144	191	179	25	539	10	2	7	1190	226	328	89	..	..	287	6	..	254	597 8 9
2767 HG	* Academy, H.G.	H.G	6	..	243	119	..	..	..	107	107	2	1	..	766	78	56	..	205	..	352	..	76	..	336 4 2
2305	St. Andrew's	P.	3	..	140	66	10	17	20	..	47	2	..	.	151	51	28	64	..	21	..	..	..	..	51 9 9
	BANFF (Landward) AND ORD.			287																					
1397	Headrooms	P.	3	..	100	77	12	24	25	..	61	1	..	..	157	68	38	9	..		43		..		
2815	Hilton	P.	3	..	142	101	16	30	31	7	84	2	1	..	312	110	57	53	15	..	66	..	10	..	66 5 9
	BELLIE (see Elginshire).																								101 6 9
	BOHARM § 67			266																					
7	Boharm	P.	2	..	172	106	15	30	34	4	83	1	1	..	308	100	54	52	22	..	79	..	..	..	90 17 6
2563	Forgie	P.	2	..	51	28	4	7	10	..	21	1	..	..	75	39	15	4	..	..	18	..	..	..	33 0 0
3156	Maggieknockater	P.	2	..	128	53	6	16	18	5	45	1	1	..	187	56	29	47	..	..	55	..	..	..	56 9 6

	BOTRIPHNIE.				167																								
2996	*Botriphnie*	P.	1	..	128	120	13	40	44	8	105	2	..	1	283	120	61	..	24	..	69	..	10	..	120	7	0
	BOYNDIE § 67.				395																								
743	Blairmaud	P.	1	..	61	51	13	18	14	..	45	2	..	..	86	39	25	..	..	..	22	..	..	..	*33*	*15*	*0*
3620	Boyndie	P.	1	..	183	61	7	18	21	5	51	1	1	..	240	57	29	..	23	..	110	..	26	..	63	1	9
2534	Whitehills	P.	1	..	366	299	85	74	108	6	273	4	2	..	528	289	162	..	..	..	76	..	..	..	269	6	10
	CABRACH.				132																								
2895	Lower	P.	4	..	90	70	9	26	23	3	55	1	1	..	239	78	34	48	..	..	64	..	..	16	77	17	0
1339	Upper	P.	4	..	110	42	4	10	13	6	33	1	1	..	222	71	27	46	25	..	40	..	..	13	60	17	3
	CULLEN § 67.				439																								
3053	Cullen :	P.	10	..	695	464	80	141	154	12	387	7	3	5	1041	476	239	..	35	..	19	6	37	228	450	19	0
	DESKFORD.				146																								
3035	Deskford	P.	2	..	162	114	20	36	44	..	100	2	1	1	311	120	68	16	30	..	64	..	..	5	111	9	0
	ENZIE § 67.				489																								
3429	Enzie	P.	2	..	209	173	21	55	69	8	153	3	1	1	432	170	87	50	24	..	45	12	..	45	182	9	3
4402	Port Gordon	P.	2	..	418	297	70	78	97	15	260	5	1	2	648	286	158	34	..	..	94	3	..	78	305	10	3
	FORDYCE § 67.				889																								
312	Bogmuchals	P.	2	..	66	38	7	18	11	..	36	1	..	..	81	33	20	..	..	..	28	..	..	..	38	14	3
642	Brodiesord	P.	2	..	70	45	7	17	14	..	38	1	..	..	143	44	25	..	..	..	74	..	..	..	41	4	0
156	Fordyce Academy	P.	6	..	300	248	39	50	61	39	239	6	1	..	1143	367	134	..	140	10	272	..	209	11	590	5	11
156 H.G.	* Fordyce Academy, H.G.	H.G. P.	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..			
4457	Portsoy	P.	10	..	734	464	84	130	159	43	416	8	2	5	1352	565	247	..	34	..	462	..	43	..	555	14	8
736	Sandend	P.	2	..	89	94	33	28	23	..	84	1	1	..	196	92	55	..	..	..	48	..	..	..	87	2	3
3343	¶Portsoy Durn Road	..	10	..	100	44	15	10	12	5	42	1	1	1	128	61	..	7	..	16	..	36	..	..	51	12	6
	FORGLEN.				140																								
118	Forglen	P.	1	..	166	136	26	37	43	10	116	2	1	1	349	131	68	..	25	..	116	..	10	..	141	14	9

* New School—Grant to run as from 1st August, 1904. † Grant for 17 months. ‡ Grant for 16 months.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants.)	Above 7 and under 10 (Junior Division).	Above 10 (Senior Division).	Above 10 (Supplementary Courses or Higher Grade Schools).	Total.	Number of Teachers. Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School. £	Income of School derived from: Annual Grant, 1902–1903. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools and General Aid Grant. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	Annual Grant paid at end of School Year 1903–1904. £ s. d.
	BANFF—*cont.*																								
	GAMRIE § 67.			1360																					
1336	Bracoden	P.	4	..	400	350	64	100	147	..	311	5	1	*	962	203	164	38	32	..	427	..	..	..	339 13 3
1302	Clenterty	P.	4	..	159	59	8	12	30	..	50	2	..	..	194	58	31	57	..	..	48	..	..	..	55 14 6
2315	Longmanhill	P.	4	..	103	69	12	15	31	3	61	1	1	..	188	76	41	9	..	..	60	..	..	..	71 4 9
3284	Macduff	P.	1	..	810	731	114	221	246	71	652	10	1	9	1666	786	359	..	63	..	410	..	45	3	842 9 6
4352	Macduff Murray's	P.	1	..	47	50	17	20	7	..	44	1	..	..	88	42	24	..	..	..	22	..	..	..	45 2 3
	GLASS (*See* Aberdeenshire).																								
	GLENRINNES § 67.			76																					
3176	Glenrinnes	P.	3	..	102	65	8	13	22	12	55	2	..	..	262	82	32	57	29	..	36	..	10	16	92 6 0
	GRANGE § 67.			361																					
2304	Crossroads	P.	12	..	168	92	13	28	36	..	77	2	..	1	215	94	45	..	..	..	76	..	..	..	87 1 0
3180	Grange	P.	12	..	139	82	14	25	31	7	77	2	..	..	217	93	43	..	..	..	82	..	..	..	94 11 3
2465	Sillyearn	P.	3	..	170	85	12	29	28	..	67	2	..	..	175	78	43	10	..	..	45	..	..	..	72 17 0
	INVERAVON.			449																					
2926	Glenlivet	P.	3	..	98	90	16	24	23	13	76	2	..	..	261	98	40	9	31	..	74	..	10	..	111 4 0
3621	Inveravon	P.	3	..	148	110	18	32	33	12	95	2	1	..	354	131	59	53	36	..	63	..	12	..	132 15 9
1690	Morinish	P.	3	..	60	51	6	18	18	..	42	1	..	..	104	62	23	6	..	..	67	..	..	..	57 6 3
3175	Tomnavoulin	P.	3	..	74	30	4	11	12	..	27	1	..	..	84	27	15	3	..	..	38	..	..	..	29 13 6
3022	Chapeltown (Glenlivet)	R.C.	3	..	195	83	17	25	26	1	69	1	1	..	189	89	44	21	36	..	..	4	..	..	85 6 3
4020	Tombae St. Mary's	R.C.	3	..	110	58	6	18	14	7	45	1	1	..	122	67	29	14	16	..	..	..	..	..	66 17 6
1446	Ballindalloch, Lady McPherson Grant's	..	2	..	73	26	10	12	12	..	34	1	..	..	127	49	20	9	..	49	..	..	..	..	51 3 0

	INVERKEITHNY.				159																								
3578	Easterfield		P.	1	..	100	50	13	16	13	..	42	1	..	1	100	45	26	..	..	..	29	..	..	..	44	6	9
3917	Kirktown		P.	1	..	129	61	6	17	24	2	49	1	1	..	241	63	34	..	21	..	113	..	10	..	57	3	6
	KEITH § 67				1522																								
1133	Auchanacie		P.	2	..	45	34	3	12	13	2	30	1	..	..	59	48	18	..	..	..	..	..	..	..	43	5	9
913	Fife-Keith, Infant		P.	12	..	181	143	73	61	..	..	134	1	1	2	272	113	79	..	..	..	80	..	..	..	143	10	9
3208	Keith		P.	6	..	999	749	126	248	241	34	649	10	3	11	1173	930	264	91	..	..	432	..	..	1	731	15	10†
3208 H.G	¶Keith, H.G.		HGP	6	..	206	138	..	..	..	120	120	2	1	..	705	156	40	15	42	..	311	61	80	..	330	6	3†
2811	Newmill		P.	1	..	226	195	40	61	68	7	176	2	2	2	353	190	109	..	..	..	54	..	..	..	187	16	5
4230	Tarrycroys		P.	2	..	105	66	12	22	23	..	57	1	1	1	133	63	34	..	..	..	40	..	..	..	63	15	3
951	The Glen		P.	3	..	93	61	8	16	26	1	51	1	1	1	133	62	32	47	..	..	..	..	..	..	61	13	9
3814	Keith		R.C.	12	..	263	188	39	58	72	..	169	2	..	1	353	172	100	24	..	60	..	..	..	..	165	14	5
	KIRKMICHAEL.				218																								
2271	Kirkmichael		P.	3	..	74	34	2	15	11	1	29	1	..	..	87	47	17	4	..	..	19	..	..	..	47	3	6
2130	Tomintoul		P.	3	..	132	91	10	25	33	12	78	2	..	..	283	96	44	10	31	..	89	..	12	..	102	18	3
2685	Tomintoul		R.C.	3	..	146	104	16	32	46	..	94	2	..	..	227	105	57	27	..	19	..	7	..	12	104	8	0
	MARNOCH § 67				657																								
4421	Aberchirder		P.	7	..	446	286	58	89	60	40	247	5	1	3	721	313	140	33	40	..	166	..	3	..	328	17	0
4462	*Blacklaw*		P.	1	..	78	67	12	18	27	..	57	1	..	..	131	64	36	..	..	..	32	..	..	..	62	4	3
1734	Culvie		P.	7	..	72	52	7	23	17	..	47	1	1	..	101	45	24	6	..	..	26	..	..	..	51	4	3
529	*Marnoch*		P.	7	..	125	94	10	28	36	3	77	2	1	..	279	91	45	51	..	..	92	..	..	..	90	6	0
1428	Netherdale		P.	1	..	77	43	6	9	21	..	36	1	..	..	102	42	23	..	..	..	37	..	..	..	40	0	3
4162	Aberchirder		E.	7	..	99	65	16	18	23	..	57	1	1	..	230	66	35	18	..	16	..	..	..	..	62	9	9
	MORTLACH § 67				692																								
1411	Auchindown		P.	3	..	73	35	6	13	10	..	29	1	..	..	72	41	17	4	..	..	11	..	..	..	41	5	0
4568	Kininvie		P.	3	..	41	35	2	15	13	..	30	1	..	..	76	45	20	5	..	..	5	..	..	..	43	7	3
2883	Mortlach		P.	6	..	605	500	96	149	154	58	457	9	1	2	1383	557	272	..	36	..	488	..	30	..	780	9	4‡
2883 H.G	* Mortlach, H.G.		HGP	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
3097	Dufftown		R.C.	3	..	138	39	10	14	15	..	39	1	..	..	102	35	21	10	..	33	..	3	..	..	39	10	0
	ORDIQUHILL.				128																								
2337	Cornhill		P.	2	..	73	54	18	14	18	..	50	1	..	..	97	39	21	5	..	..	32	..	..	..	52	12	6
3315	Ordiquhill		P.	2	..	170	107	12	29	33	13	92	2	..	1	259	114	50	12	28	..	47	2	..	..	122	2	0
	RATHVEN (& BUCKIE) § 67.				2783																								
2361	Arradoul		P.	2	..	71	41	14	18	6	..	38	1	..	..	95	35	24	..	..	..	36	..	..	..	39	1	6
3622	Buckie		P.	6	..	1195	985	187	286	299	65	837	13	6	9	2621	963	468	..	46	..	442	..	101	..	1712	12	3‖
3622 H.G	Buckie, H.G.*		HGP	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
1144	Findochty		P.	11	..	490	416	104	126	131	4	365	4	5	3	748	363	217	..	..	..	168	..	..	..	398	9	3
3910	Portknockie		P.	11	..	595	425	112	117	113	18	365	5	3	5	784	382	209	..	..	..	183	..	10	..	416	14	6

* New School—Grant to run as from 1st August, 1904. † Grant for 11 months. ‡ Grant for 16 months. ‖ Grant for 20 months.

List of Schools aided from Parliamentary Grant—*Continued*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1903–1904.
							Under 7 (Infants.)	Above 7 and under 10 (Junior Division).	Above 10			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902–1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses of Higher Grade Schools).	Total.														
							£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	BANFF—*cont.*																								
	RATHVEN—*cont.*																								
2726	Rathven	P.	11	..	372	306	54	99	96	9	258	4	3	1	714	276	149	..	23	..	248	..	18	..	291 10 6
3836	Shielburn	P.	2	..	81	65	7	27	19	..	53	1	..	..	134	68	35	..	..	..	31	..	..	..	67 17 9
4094	Buckie, Lady Gordon Cathcart's Industrial	E.	11	..	240	189	39	53	66	3	161	3	..	2	375	153	85	21	..	59	..	13	..	1	180 9 0
3614	Buckie	R.C.	11	..	375	398	108	112	144	..	364	3	1	4	780	365	193	49	..	129	..	44	..	..	402 4 0
	ROTHIEMAY § 67			294																					
3805	Rothiemay	P.	3	..	207	187	26	56	56	21	159	3	..	..	378	201	91	21	31	..	24	..	10	..	194 16 5
1180	*Ternemny*	P.	3	..	107	125	19	36	56	..	111	2	..	..	208	115	63	14	..	2	13	..	..	..	107 8 4
	TOTAL			13630	18683	13412	2534	3917	4307	985	11743	211	69	87	32213	13398	6680	1418	1170	529	7726	196	849	689	15692 3 1
	BERWICK.																								
	ABBEY ST. BATHAN'S.			43																					
2590	Abbey St. Bathan's	P.	4	..	72	47	6	16	18	..	40	1	..	..	170	55	23	5	1	..	78	2	..	4	56 4 0
	AYTON			278																					
4496	Ayton	P.	5	..	328	165	34	58	48	2	142	3	..	..	400	157	88	50	..	..	106	..	..	..	154 19 0
3004	Burnmouth	P.	5	..	146	86	25	33	18	..	76	1	1	..	236	88	49	11	..	..	86	..	..	2	79 19 9
	BUNKLE AND PRESTON.			112																					
461	Bunkle	P.	2	..	100	59	10	15	25	..	50	2	..	..	166	62	31	57	..	..	15	..	..	..	61 10 0
4160	Preston		3	..	64	34	6	16	10		32	1	..	..	115	38	23	6	..	48	..	..	..	..	32 8 0

	CHANNELKIRK.					98																							
4304	Channelkirk	P.	2	..	154	77	12	28	26	..	66	2	..	1	321	86	46	10	..	..	178	..	..	1	75	3	6
	CHIRNSIDE.					277																							
645	Chirnside	P.	5	..	378	221	34	58	78	11	181	3	1	4	622	223	118	27	..	..	228	26	..	..	221	12	2
	COCKBURNSPATH.					173																							
3080	Cockburnspath	P.	5	..	184	146	34	36	46	16	132	1	2	..	447	145	77	20	..	..	204	..	..	1	163	18	6
6430	Ecclaw	P.	4	..	28	29	8	7	10	..	25	1	..	..	99	19	10	2	..	..	67	..	..	..	41	12	0
	COLDINGHAM.					502																							
2786	Auchincrow	P.	3	..	104	34	11	10	10	..	31	1	..	..	129	40	18	4	..	..	67	1	..	..	40	8	0
1206	Cairnbank	P.	3	..	32	19	1	8	7	..	16	1	..	..	68	36	11	3	..	..	18	1	..	..	32	16	3
306	Coldingham	P.	5	..	249	167	32	45	68	10	155	3	..	..	395	146	81	19	..	..	143	3	..	5	132	18	6
4177	Renton	P.	3	..	125	59	11	17	19	..	47	1	1	..	188	51	29	47	..	..	59	3	..	..	48	18	0
3596	Reston	P.	3	..	141	93	15	28	37	..	80	2	..	..	230	80	43	19	..	..	96	3	..	..	87	10	9
3710	St. Abbs	P.	5	..	133	80	16	28	28	..	72	2	..	..	219	75	44	10	..	..	89	..	..	..	73	4	0
	COLDSTREAM.					364																							
44	Coldstream	P.	5	..	421	297	50	90	100	19	259	6	1	1	921	301	156	36	..	..	351	..	70	7	329	11	0
874	Hirsel-Law	P.	3	..	120	52	2	14	24	3	43	1	1	..	267	63	35	48	..	12	110	..	..	..	57	11	3
	CRANSHAWS.					46																							
3543	Cranshaws	P.	4	..	55	21	4	4	11	..	19	1	1	..	185	44	11	44	..	..	86	..	..	..	34	14	0
	DUNS.					512																							
4427	Duns	P.	5	..	635	370	68	107	119	16	310	4	3	4	836	365	197	45	..	..	204	26	..	..	388	5	5
3636	Millburn	P.	3	..	95	74	6	16	43	..	65	1	1	..	177	61	35	48	..	..	28	5	..	..	73	13	3
	EARLSTON.					317																							
152	Earlston	P.	10	..	323	251	43	69	107	..	219	4	1	2	622	252	136	..	..	..	228	..	..	6	246	11	9
559	Mellerstain	..	6	..	52	11	2	4	3	..	9	1	..	..	64	22	8	4	..	30	..	..	..	..	19	2	0
	ECCLES.					279																							
463	Birgham	P.	1	..	88	61	11	16	25	..	52	1	..	..	183	61	34	..	..	..	86	..	..	2	56	15	9
58	Eccles	P.	1	..	120	98	18	34	33	..	85	1	1	..	264	87	50	..	..	..	127	..	..	..	91	18	9
856	Leitholm	P.	1	..	143	110	18	32	43	1	97	2	..	1	311	115	60	..	..	..	134	..	..	2	114	3	3

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.				Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1903–1904.
							Under 7 (Infants.)	Above 7 and under 10 (Junior Division).	Above 10 (Senior Division).	Above 10 (Supplementary Courses or Higher Grade Schools).	Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902–1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
							£	£	£	£	£				£	£	£	£	£	£	£	£	£	£	£ s. d.
	BERWICK—*cont.*																								
	EDROM.			232																					
2949	Allanton	P.	3	..	115	72	13	19	28	..	60	1	1	..	253	65	36	48	..	..	103	..	..	..	65 7 6
2487	Edrom	P.	3	..	172	78	14	19	30	..	63	1	1	..	228	69	38	9	..	..	112	..	..	..	68 13 0
1169	Sinclair's Hill	P.	3	..	100	46	8	16	15	..	39	1	..	..	169	51	28	6	..	..	83	..	..	..	51 4 9
	EYEMOUTH § 67.			496																					
3962	Eyemouth	P.	5	..	604	605	158	174	179	16	527	5	4	6	987	505	302	69	..	..	97	14	..	..	587 10 7
	FOGO.			84																					
69	Fogo	P.	3	..	95	78	14	23	28	..	65	2	..	..	270	78	40	9	..	..	144	..	..	..	81 15 3
	FOULDEN.			75																					
3848	Foulden	P.	3	..	72	52	8	17	20	..	45	2	..	..	178	56	31	57	..	..	34	..	..	..	49 4 6
	GORDON.			172																					
662	Gordon	P.	3	..	194	134	17	43	58	..	118	2	1	..	373	142	76	17	..	..	125	10	..	2	132 14 0
	GREENLAW.			180																					
131	Greenlaw	P.	5	..	292	158	36	37	62	..	135	3	2	..	387	150	83	49	..	..	104	1	..	..	145 16 0
	HUME AND STITCHELL.			106																					
434	Hume	P.	1	..	97	47	7	12	16	..	35	2	..	..	154	56	25	..	..	..	73	..	..	..	45 18 0
562	Stitchell	P.	..	..	140	52	13	17	12	..	42	1	..	..	174	45	15	..	..	..	113	..	..	1	51 18 0

	HUTTON.					147																									
165	Hutton		P.	3	..		122	77	12	25	25	4	66	1	1	..	204	72	39	9	..	..	84	..	..	..	78	5	9
3481	Paxton		P.	3	..		95	62	12	22	18	1	53	2	..	..	196	55	31	57	..	..	54	..	..	..	58	17	6
	LADYKIRK.					50																									
266	Ladykirk		P.	3	..		110	47	7	14	20	..	41	1	..	..	203	47	28	6	..	..	122	..	..	..	42	6	0
	LANGTON.					66																									
67	Langton		P.	3	..		129	58	17	19	18	..	54	1	1	..	231	67	37	8	..	..	114	5	..	...	57	10	6
	LAUDER.					246																									
2929	Cleikhimin		P.	2	..		70	33	9	13	10	..	32	1	..	..	100	41	16	..	..	..	43	..	..	..	47	2	0
2516	Lauder		P.	5	..		296	187	21	56	61	26	164	4	..	4	733	233	110	25	..	..	317	..	44	4	284	16	9
	LEGERWOOD.					99																									
678	Legerwood		P.	2	..		103	73	14	23	27	..	64	1	..	..	183	87	44	10	..	..	42	..	..	..	79	7	9
	LONGFORMACUS.					39																									
2890	Longformacus		P.	4	..		66	28	4	5	11	..	20	1	..	..	125	36	12	3	..	..	75	..	..	..	36	16	0
	MERTOUN.					106																									
3296	Mertoun		P.	1	..		159	90	14	24	33	..	71	1	1	..	200	85	45	..	..	..	48	..	22	..	82	18	0
	MORDINGTON					49																									
4083	Mordington		P.	3	..		57	47	6	14	16	..	36	1	..	..	131	42	23	5	..	..	61	..	..	..	41	14	3
	NENTHORN.					101																									
1693	Nenthorn		P.	1	..		105	50	9	17	15	..	41	1	1	..	175	63	29	..	..	..	83	..	..	..	51	12	0
	POLWARTH.					47																									
580	Polwarth		P.	3	..		50	42	6	12	15	..	33	1	..	..	155	49	23	3	..	..	79	..	..	..	48	18	0
	SWINTON.					146																									
366	winton		P.	3	..		221	147	23	49	52	..	124	3	..	..	312	138	76	17	..	..	80	..	..	..	135	14	0

List of Schools aided from Parliamentary Grant—*Continued.*

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	BERWICK—*cont.*																								
	WESTRUTHER.			87																					
6372	*Gateside*	P.	2	..	56	32	11	8	8	..	27	1	..	..	32	37	13	3	..	..	29	..	..	..	41 14 0
4240	Westruther	P.	2	..	128	64	5	24	26	..	55	1	1	..	196	77	36	48	..	..	35	..	..	..	71 3 6
	WHITSOME.			88																					
53	Whitsome	P.	3	..	150	93	23	24	36	..	83	2	..	..	222	72	40	9	..	..	101	..	..	..	89 5 0
	TOTAL			5608	3088	5113	958	1516	1794	128	4396	90	28	23	14255	5089	2686	975	1	90	5142	99	136	37	5,188 11 5
	BUTE.																								
	CUMBRAE.			286																					
3631	Cumbrae	P.	4	..	302	202	45	58	68	14	185	5	1	..	642	216	112	26	..	..	280	7	..	..	223 0 0
	KILBRIDE.			385																					
3000	Brodick	P.	4	..	153	87	13	30	27	3	73	2	..	..	249	72	40	9	..	..	128	..	..	..	83 10 3
3986	Corrie	P.	4	..	101	75	12	24	26	1	63	2	..	..	232	61	34	8	..	..	130	..	..	..	70 12 0
2500	Lamlash	P.	4	..	173	112	11	38	43	4	96	2	..	1	290	118	59	13	..	..	100	..	..	..	114 6 3
1198	Whiting Bay	P.	4	..	105	62	1	15	37	..	53	2	..	..	158	61	32	7	..	..	58	..	..	..	60 19 3
	KILMORY.			390																					
4323	Dougarie	P.	4	..	52	30	2	6	14	2	24	1	..	..	141	42	14	3	..	..	82	..	..	..	44 17 6
4377	Kilmory	P.	4	..	116	99	10	28	41	..	79	1	1	..	189	94	44	10	..	..	33	8	..	..	99 10 3
1171	Little Mill	P.	4	..	90	50	9	13	17	..	39	1	..	..	133	53	23	5	..	..	50	2	..	..	52 5 3
4376	*Lochranza*	P.	4	..	100	48	6	13	16	..	35	1	..	..	172	48	23	5	..	..	95	..	..	..	46 0 0
930	Penrioch	P.	4	..	60	50	3	10	30	..	43	1	..	..	142	62	25	6	..	..	49	..	..	..	64 1 6
4455	Shiskine	P.	4	..	145	87	10	20	39	3	72	2	..	..	181	89	48	11	..	..	34	..	..	..	80 7 6
3751	Sliddery	P.	4	..	64	23	5	4	10	..	19	1	..	..	103	34	10	2	..	..	56	..	..	..	35 13 6

	KINGARTH.				204																								
859	Birgidale	P.	3	..	50	19	5	7	6	..	18	1	..	..	93	33	10	2	..	..	49	..	..	..	34	3	0
612	Kerrycroy	P.	3	..	70	36	3	13	10	..	26	1	..	..	153	34	19	4	..	..	92	..	..	4	29	8	3
5	Kingarth	P.	3	..	120	74	8	24	36	..	68	2	..	..	256	78	42	10	..	..	119	..	..	7	76	10	0
6426	Mount Stewart	R.C.	3	..	63	29	7	6	14	..	27	1	..	..	77	23	13	6	..	35	..	..	..	..	29	14	6
	NORTH BUTE.				286																								
4325	Ballianlay	P.	3	..	74	31	3	7	15	..	25	1	..	..	112	41	17	4	..	..	51	..	..	..	33	6	3
1089	Kildavanan	P.	3	..	45	25	5	7	8	..	20	1	..	..	63	36	11	3	..	..	13	..	..	..	36	10	6
140	North Bute	P.	3	..	195	123	31	42	31	..	104	2	1	..	271	115	65	15	..	..	76	..	..	..	110	15	6
	ROTHESAY (Burgh).				1683																								
3586	¶ { Academy and Thomson's Institute	P.	6	..	518	229	28	65	114	..	207	8	..	2	893	266	90	31	..	..	287	217	..	2	243	14	10
3586 H.G	¶ { Academy and Thomson's Institute, H. G.	HGP	6	..	461	88	..	..	..	79	79	1	1	..	1083	238	31	10	113	..	309	84	290	8	265	19	9
4186	Rothesay	P.	3	..	1166	998	133	325	406	22	886	16	..	7	2231	1025	510	117	..	..	577	2	..	..	1048	3	10
4180	St. Andrew's	R.C.	3	..	260	207	37	88	60	..	185	3	..	1	480	200	104	50	..	125	..	..	..	..	211	2	10
	TOTAL				3234	4483	2779	387	843	1068	128	2426	58	4	11	8344	3040	1875	357	113	160	2667	321	290	21	3099	12	6
	CAITHNESS.																												
	BOWER § 67.				309																								
2980	*Barrock*	P.	2	..	134	90	12	30	35	..	77	1	1	1	205	110	46	..	..	..	49	..	..	..	110	0	3
837	Bower	P.	2	..	125	74	8	22	31	..	61	1	..	1	161	97	40	..	..	..	24	..	..	..	89	17	3
4765	Gillock	P.	2	..	29	25	3	8	10	..	21	1	..	..	81	31	10	..	..	..	40	..	..	..	37	7	6
562	*Stanstill*	P.	2	..	70	50	5	15	21	3	44	2	..	..	162	66	23	..	..	..	73	..	..	..	76	5	3
278	Stemster	P.	2	..	118	56	5	22	21	..	48	1	..	..	156	83	31	..	..	..	42	..	..	..	79	1	6
	CANISBAY § 67.				324																								
818	Canisbay	P.	3	..	142	80	11	22	31	..	64	1	..	2	234	77	38	9	..	..	110	..	..	..	89	11	1
3144	Freswick	P.	3	..	90	40	8	9	16	..	33	1	..	..	137	51	21	5	..	..	60	..	..	..	52	9	6
2533	John O'Groats	P.	3	..	110	52	14	11	19	4	44	1	..	1	147	49	23	5	..	..	69	..	..	..	57	15	9
766	Mey	P.	3	..	105	68	12	22	18	2	54	1	..	..	169	76	35	8	..	..	59	..	..	..	75	13	6
4122	Stroma	P.	3	..	108	64	15	18	20	..	53	1	..	1	142	66	31	7	..	..	38	..	..	..	69	14	0
	DUNNET § 67.				224																								
1868	Cross Roads	P.	1	..	185	97	9	28	39	7	83	3	..	..	277	104	49	..	..	..	123	..	..	..	109	8	6
734	Dunnet	P.	1	..	154	66	11	18	24	.	53	1	1	..	188	73	38	..	..	..	77	..	..	..	68	7	0
2862	Greenland	P.	1	..	68	33	6	5	15	..	26	1	..	..	75	44	18	..	..	..	18	..	..	..	48	10	9

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1903–1904.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902–1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.														
							£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	CAITHNESS—*cont.*																								
	HALKIRK.			474																					
5295	Bannisкirk	P.	12	..	54	20	5	10	2	..	17	1	..	..	64	30	7	..	..	..	27	..	..	..	30 15 6
1222	Calder	P.	12	..	120	36	4	8	18	..	30	1	..	..	125	57	20	..	..	..	48	..	..	..	58 16 6
2222	Halkirk	P.	12	..	283	163	23	41	49	27	140	3	1	2	517	231	89	..	..	..	128	..	70	..	238 1 3
919	Harpsdale	P.	12	..	62	32	7	9	9	..	25	1	..	..	84	37	13	..	..	..	34	..	..	..	45 8 3
3268	Lieurary	P.	12	..	126	116	17	37	28	11	93	2	..	..	198	119	53	..	..	..	26	..	..	..	132 15 3
3386	Spittal	P.	12	..	133	82	16	24	25	..	65	1	..	1	147	96	43	..	..	..	8	..	..	..	87 5 0
742	Westerdale	P.	12	..	56	34	4	12	12	..	28	1	..	..	107	52	15	..	..	..	39	..	..	..	51 7 0
	KEISS § 67.			240																					
891	Aukengill	P.	1	..	80	61	8	21	22	..	51	2	..	..	171	71	35	..	..	..	65	..	..	..	70 1 2
3205	Keiss	P.	1	..	213	174	33	50	57	11	151	3	1	2	464	231	95	..	30	..	48	..	60	..	230 15 3
	LATHERON § 67.			964																					
1236	Achavanich	P.	1	..	60	18	..	4	8	..	12	p	..	..	63	31	8	..	..	..	23	..	..	..	29 14 0
4912	Berriedale	P.	1	..	36	26	8	7	11	..	26	1	..	..	90	34	15	..	..	46	..	..	..	..	33 5 3
284	Borgue	P.	1	..	150	26	6	6	9	2	23	1	..	..	150	36	20	..	..	..	95	..	..	..	37 8 3
1179	Braemore	P.	1	..	50	16	3	4	5	..	12	p	..	..	52	30	8	..	..	..	14	..	..	..	29 0 0
667	Bruan	P.	1	..	150	65	9	19	22	..	50	1	..	2	156	66	29	..	..	..	62	..	..	..	64 13 0
652	Dunbeath	P.	1	..	208	149	17	49	54	4	124	1	2	2	340	174	72	..	28	..	66	..	..	..	184 12 3
1463	Houstry	P.	1	..	51	28	4	5	14	..	23	1	..	..	74	51	17	..	..	..	6	..	..	..	45 4 0
2486	Latheron	P.	1	..	160	111	14	36	39	5	94	2	..	2	308	134	57	..	..	..	117	..	..	..	146 2 3
3283	Lybster	P.	1	..	350	186	32	46	52	19	149	2	2	2	539	254	91	..	..	..	94	..	100	..	236 2 8
332	Newlands of Clyth	P.	1	..	150	110	10	34	46	..	90	1	1	1	209	119	57	..	..	..	33	..	..	..	120 3 6
566	Swiney	P.	1	..	157	109	12	29	40	..	81	2	..	3	204	98	54	..	..	..	53	..	..	..	104 13 0
1751	Wheel	P	1	..	120	39	8	9	15	..	32	1	..	..	88	51	19	..	..	..	18	..	..	..	51 13 9

	OLRIG § 67.			295																					
308	Castletown	P.	3	..	200	150	21	41	51	20	133	4	..	1	511	208	77	48	..	..	118	..	60	..	217 8 9
4641	Durran	P.	3	..	35	18	2	6	6	..	14	1	..	..	70	32	8	2	..	..	28	..	..	..	34 5 6
549	*Murkle*	P.	3	..	146	73	9	16	31	5	61	1	..	2	229	98	38	9	..	..	85	..	..	..	100 19 6
309	Tain District	P.	3	..	60	28	4	9	9	..	22	1	..	..	68	43	13	3	..	..	8	..	..	..	43 2 9
2211	Olrig, Female	..	3	..	172	43	19	9	8	1	37	1	1	..	137	50	26	52	51	..	..	..	..	2	44 17 3
	REAY.			188																					
4920	Brawlbin	P.	3	..	34	19	2	8	6	..	16	p	..	..	79	39	11	3	..	..	26	..	..	..	35 14 7
1829	Brubster	P.	3	..	50	16	1	3	8	..	12	p	..	..	79	34	8	2	..	..	35	..	..	..	30 8 6
1615	Dounreay	P.	3	..	100	51	8	20	14	..	42	1	..	..	141	68	26	6	..	..	41	..	..	..	67 2 4
4009	Reay	P.	3	..	142	68	12	16	25	5	58	1	..	..	172	67	31	47	..	..	26	..	..	..	75 4 6
1114	Shebster	P.	3	..	50	12	3	3	6	..	12	1	..	..	58	34	9	2	..	..	14	..	..	..	29 14 0
	THURSO § 67.			1034																					
2624	Forss	P.	1	..	52	44	10	15	13	..	38	1	..	..	139	56	19	..	..	..	58	..	..	7	63 3 3
4135	Janetstown Dist.	P.	1	..	92	24	5	5	11	..	21	1	..	..	119	48	12	..	..	..	53	..	..	6	42 2 9
38	Miller Institution	P.	6	..	684	563	77	133	199	99	508	10	1	4	1590	859	298	..	120	..	219	..	..	95	889 17 4
38 HG	*Miller Institution HG	HGP	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
4852	West	P.	12	..	489	298	55	81	113	..	249	5	2	1	723	346	145	..	..	..	175	..	..	57	324 11 3
731	Weydale Dist.	P.	1	..	96	44	2	13	17	2	34	1	..	..	149	63	23	..	..	..	54	..	..	8	58 8 9
	WATTEN § 67.			238																					
2185	Gersa	P.	2	..	70	55	6	14	21	4	45	1	1	1	151	65	26	46	..	..	14	..	..	..	69 2 9
4372	Lanergill	P.	2	..	110	51	4	16	21	..	41	2	..	..	165	64	25	56	..	..	20	..	..	..	56 3 3
2649	West Watten	P.	2	..	133	67	8	19	28	5	60	2	..	1	202	83	35	58	..	..	26	..	..	..	86 17 6
	WICK (Burgh) § 67.			1563																					
2383	Pulteneytown Academy	P.	6	..	872	652	..	12	413	146	571	12	2	6	2179	1148	362	..	..	..	261	..	120	288	2007 11 8†
2388 HG	*Pulteneytown Academy HG	HGP	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
1584	West Banks	P.	10	..	350	298	68	109	82	..	259	4	1	5	696	315	160	..	..	..	94	..	..	127	350 0 9
3590	Wick North	P.	10	..	386	403	115	128	68	..	361	5	1	4	749	414	212	..	..	..	..	..	..	128	417 6 4
4560	Wick South	P.	10	..	529	579	205	245	74	..	524	7	1	9	805	563	333	..	..	..	..	..	..	256	639 12 6
	WICK (Landward).			714																					
6446	Ackergill	P.	1	..	42	22	6	8	5	..	19	p	..	..	100	New Schl.	10	..	..	..	90	..	..	..	32 3 2‡
4002	Bilbster	P.	1	..	80	52	5	20	19	..	44	1	..	..	114	77	29	..	..	..	8	..	..	..	68 15 0
1434	Killimster	P.	1	..	160	97	11	22	49	..	82	2	..	1	229	115	54	..	..	..	60	..	..	..	111 7 3
2678	Staxigoe	P.	1	..	120	108	26	32	39	..	97	2	..	..	218	117	59	..	..	..	42	..	..	..	123 10 3
1068	Tannach	P.	1	..	80	45	2	7	25	..	34	1	..	..	116	53	22	..	..	..	41	..	..	..	50 15 6
4140	Thrumster	P.	1	..	200	103	17	36	38	..	91	2	..	..	238	106	49	..	..	..	83	..	..	..	125 1 6
1366	Whaligoe	P.	1	..	92	46	4	15	24	..	43	1	..	..	101	68	26	..	..	..	7	..	..	..	62 8 8
	TOTAL			6567	9853	6425	1062	1801	2260	382	5505	120	19	58	16611	8160	3360	368	229	46	3465	..	410	967	9249 15 11

* New School—Grant to run as from 1st August, 1904. † Grant for 21 months. ‡ For 17 months.

List of Schools aided from Parliamentary Grant—*Continued*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1903–1904.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902–1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).															
															£	£	£	£	£	£	£	£	£	£	£ s. d.
	CLACKMANNAN.																								
	Alloa (Town) § 67.			2,292																					
202	¶Academy	P.	6	..	333	325	58	99	143	..	300	8	..	4	915	451	184	42	..	..	35	202	..	2	324 17 10½
202 H.G.	¶Academy H.G.	HGP	6	..	534	143	..	..	1	133	134	5	..	..	1299	432	92	21	..	160	36	323	235	..	370 4 4†
86	Alloa Burgh	P.	5	..	500	492	104	160	163	22	449	8	1	4	1217	525	268	61	..	..	353	10	..	..	549 11 7
2180	Ludgate	P.	5	..	423	231	47	80	82	..	209	3	1	4	651	223	113	26	..	..	286	3	..	..	251 13 7
5282	Sunnyside	P.	5	..	423	231	47	80	82	..	209	3	1	4	651	223	113	26	..	..	286	3	..	..	251 13 7
2252	Alloa	P.	5	..	809	789	165	263	284	28	740	13	2	6	2072	845	437	100	..	..	656	33	..	..	884 16 1
1729	St. Mungo's	E.	10	..	302	300	60	78	111	..	249	3	1	3	516	270	141	36	..	97	..	..	..	..	277 3 3
		R.C.	11	..	275	197	28	64	79	..	171	3	1	..	403	180	96	25	..	65	..	13	..	..	183 12 11
	Alloa (Landward).			1118																					
637	Alloa Parish	P.	10	..	462	492	125	143	176	.	444	7	2	2	1005	448	256	..	..	..	289	12	..	..	487 19 3
2936	Sauchie	P.	10	..	380	245	55	71	90	3	219	4	1	2	555	233	122	..	..	..	194	6	..	..	238 15 3
2362	Tullibody	P.	7	..	205	212	42	73	78	..	193	3	1	1	494	210	112	26	..	..	133	10	..	4	214 14 9
	Alva § 67.			1079																					
2314	Alva Academy	P.	6	..	1020	797	118	223	265	99	705	11	5	4	2109	939	434	99	..	..	537	..	100	..	963 5 1
2314 H.G.	Alva Academy H.G.*	HGP	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2425	Menstrie	P.	3	..	250	202	40	63	69	5	177	3	2	..	540	186	100	23	..	..	210	5	..	15	200 13 1
4405	Alva, Infants	..	10	..	220	97	59	24	..	..	83	1	1	1	164	80	57	13	..	19	..	..	..	..	83 17 0
	Clackmannan § 67.			527																					
18	Clackmannan	P.	6	..	401	399	95	118	137	12	362	4	4	3	885	402	222	50	..	..	210	..	..	..	410 14 6
3133	Forestmill	P.	6	..	94	31	6	13	10	..	29	1	..	..	85	43	16	4	..	..	23	..	..	..	46 5 0
3209	Kennet	P.	6	..	121	52	19	13	11	..	43	2	..	..	164	25	14	4	..	..	122	..	..	..	44 2 9
	Dollar.			413																					
4629	Dollar	P.	4	..	414	198	42	95	47	..	184	3	..	1	479	214	120	27	1	..	100	..	..	17	198 4 9

	TILLICOULTRY § 67.			990																						
2153	Coalsnaughton	P.	10	..	292	252	50	87	79	..	216	4	..	3	578	255	138	..	..	..	44	4	..	138	241	16	9
2228	Tillicoultry	P.	10	..	934	683	118	218	242	29	607	9	..	7	1531	712	360	..	..	..	4	9	90	356	741	0	0
	TOTAL			6419	7969	6137	1231	1885	2067	331	5514	95	22	45	15662	6674	3281	557	1	341	3232	630	425	582	6,713	7	9
	DUMBARTON.																									
	ARROCHAR.			91																						
1150	Ardlui	P.	6	..	30	13	1	4	6	..	11	p	..	..	72	31	9	2	..	..	30	..	..	..	27	6	6
2962	Arrochar	P.	6	..	90	54	9	19	16	3	47	1	1	..	288	64	29	47	..	..	148	..	..	..	65	18	0
	BONHILL § 67.			2837																						
2400	Alexandria Main Street	P.	5	..	716	686	118	197	277	..	592	8	5	5	1343	687	362	83	..	..	210	1	..	..	687	0	1
4144	Bonhill	P.	5	..	465	480	83	160	157	..	400	6	2	4	990	460	243	56	..	..	230	1	..	..	449	1	1
2443	Jamestown South	P.	5	..	563	522	99	150	194	..	443	5	4	4	1134	450	257	59	..	..	366	1	..	..	511	8	6
506	Vale of Leven Academy	P.	6	..	636	649	128	201	234	..	563	7	4	7	1243	1118	357	82	..	..	..	1	..	..	605	18	5
506 H.G	Vale of Leven Academy H.G.	HGP	6	..	166	99	..	..	..	78	78	3	1	..	704	54	42	10	..	..	377	..	221	..	226	15	0
4250	Alexandria, St. Mary's	R.C.	9	..	411	448	90	124	180	..	394	3	4	3	837	413	228	56	..	113	..	17	..	10	430	11	0
	CARDROSS.			1389																						
4500	Cardross	P.	5	..	257	184	33	51	71	..	160	4	..	2	631	179	94	22	4	..	332	..	..	..	175	13	6
2193	Renton	P.	5	..	932	760	152	221	267	19	659	12	3	6	1795	759	392	90	..	..	549	..	..	5	776	19	1
6360	Renton St. Martin's	R.C.	5	..	300	288	47	87	110	..	244	3	1	1	631	255	138	66	..	154	..	18	..	..	272	1	9
	CUMBERNAULD.			1087																						
2432	Cumbernauld	P.	2	..	384	431	75	137	149	..	344	5	..	2	781	382	204	45	..	..	146	..	..	4	379	19	0
4193	Drumglass	P.	2	..	196	166	20	32	41	1	94	2	..	1	324	190	93	24	..	..	18	..	..	..	110	10	6
2002	Southern District	P.	2	..	122	72	16	32	11	..	59	1	1	..	160	72	41	9	..	..	37	..	..	..	62	5	3
3305	South Muirhead, Arns	P.	2	..	50	31	6	8	10	..	24	p	..	..	70	39	14	3	..	..	14	..	..	..	40	17	6
6443	Croy Holy Cross	R.C.	2	..	296	330	81	88	104	..	273	4	..	1	738	..	100	..	..	623	..	15	..	..	315	5	0
	DUMBARTON (Burgh) § 67.			4108																						
3813	¶Academy	P.	6	..	362	267	38	76	126	..	240	8	..	4	1159	318	153	35	..	..	420	233	..	..	291	18	6
3813 H.G	¶Academy H.G.	HGP	6	..	364	121	..	..	..	112	112	4	1	..	1202	343	57	13	190	..	353	90	246	..	384	16	8
423	College Street	P.	4	..	1033	998	177	323	419	..	919	18	..	5	2282	1079	557	128	..	..	519	..	..	..	1048	13	4
4575	Knoxland	P.	4	..	1198	862	164	278	334	..	776	16	3	3	2155	909	463	106	..	..	678	..	..	..	888	5	6
2602	West Bridgend	P.	4	..	826	699	149	230	260	..	639	11	3	4	1721	721	376	86	..	..	538	..	..	..	709	14	6
2197	Dumbarton	R.C.	9	..	931	1086	274	338	362	..	974	11	5	1	1900	905	532	131	..	302	..	31	..	..	978	10	6
	KILMARONOCK.			143																						
1427	Ardoch Bridge	P.	6	..	89	56	6	14	35	..	55	1	1	..	175	61	32	48	..	..	34	..	..	..	63	7	9
4133	Kilmaronock	P.	6	..	82	32	4	6	14	4	28	1	1	..	188	34	19	44	..	..	91	..	..	..	31	13	6

* New School—Grant to run as from 1st August, 1904. † For 11 months.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1903-1904.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902-1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).					£	£	£	£	£	£	£	£	£	£	£ s. d.
	DUMBARTON—*cont.*																								
	Kirkintilloch (T wn) § 67.			2157																					
3238	Lairdsland	P.	5	..	980	372	154	267	288	..	709	9	4	3	1654	769	415	95	..	..	374	..	..	..	787 16 6
2073	¶*Lenzie Academy*	P.	6	..	302	225	20	56	111	..	187	4	3	..	582	230	..	27	..	..	68	250	..	7	215 11 9
2073 H.G	*Lenzie Academy, H.G.*	HGP	6	..	150	125	..	..	..	108	108	3	..	..	983	275	..	12	..	..	436	..	244	16	326 0 0
2092	Townhead	P.	5	..	952	884	146	255	337	..	738	11	4	3	1629	782	419	96	..	..	333	..	..	..	824 10 3
483	Kirkintilloch	R.C.	5	..	374	429	80	138	120	..	338	3	4	..	817	341	191	91	..	183	..	11	..	..	350 2 0
	Kirkintilloch (Landward).			704																					
875	*Condorrat*	P.	4	..	303	187	86	61	54	..	151	2	2	..	437	206	109	25	..	..	98	..	..	..	172 7 10
1025	Gartconner	P.	4	..	306	201	28	63	78	..	169	3	1	1	493	194	103	24	..	..	172	..	..	..	190 19 0
4646	Twechar	P.	4	..	339	291	67	69	103	..	239	5	1	1	624	293	163	37	..	..	131	..	..	..	258 15 9
	Luss.			89																					
6275	Glendouglas	P.	6	..	20	11	1	4	5	..	10	1	..	..	77	25	5	1	..	..	46	..	..	..	25 13 0
2153	Luss	P.	6	..	93	58	12	22	14	6	54	2	..	..	255	76	35	58	..	..	86	..	..	..	76 10 6
958	Muirland	P.	6	..	75	31	6	8	12	..	26	1	..	..	86	38	13	3	..	..	32	..	..	..	41 12 0
	New or East Kilpatrick.			2153																					
4314	Blairdardie	P.	2	..	79	84	20	26	27	..	73	2	..	..	318	68	35	9	..	..	206	1	..	..	79 16 9
4243	Craigton	P.	2	..	71	82	21	24	31	..	76	1	1	..	277	88	41	10	..	..	136	1	..	1	93 16 0
2121	Garscadden	P.	2	..	200	128	22	42	39	..	103	2	2	1	488	129	67	36	..	..	253	2	..	1	115 7 3
2664	Milngavie	P.	2	..	549	640	126	212	215	..	553	6	6	2	1270	497	329	70	..	..	362	6	..	6	602 18 3
2347	New Kilpatrick	P.	6	..	523	325	40	91	107	33	271	6	2	1	1205	345	165	37	2	..	481	2	156	16	524 6 4
2347 HG	*New Kilpatrick, H.G.	HGP	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
	Temple	P.	2	..	560	598	129	192	177	..	498	9	1	2	1193	543	336	68	..	..	239	..	..	..	549 3 3
6411	Milngavie	R.C.	2	..	138	164	32	43	59	..	134	3	1	..	297	139	81	18	..	48	..	11	..	..	146 19 3

	OLD or WEST KILPATRICK § 67.			5724																					
120	Clydebank	P.	3	..	1816	1742	361	508	641	78	1528	32	1	7	4872	1812	889	204	..	..	1688	21	203	54	1879 18 8
1376	Dalmuir	P.	3	..	627	471	85	167	175	..	427	10	.	3	1377	471	245	56	..	..	598	4	2	..	487 6 8
2986	Duntocher	P.	3	..	439	387	81	128	144	8	361	8	1	1	1030	395	209	48	..	..	365	..	13	..	432 19 6
6009	Elgin Street	P.	3	..	1234	898	187	295	335	11	828	18	2	3	2464	930	488	112	..	..	904	8	2	20	954 3 9
2313	Gavinburn	P.	3	..	490	477	77	164	182	11	434	6	3	..	987	467	245	56	..	..	202	..	15	1	506 7 8
2924	Milton	P.	3	..	131	126	24	31	59	..	114	2	1	1	420	130	71	16	..	..	199	2	..	1	124 19 9
6373	Radnor Park	P.	3	..	988	485	101	157	184	..	442	11	..	4	1609	474	249	57	..	..	814	5	5	5	513 2 9
4680	Clydebank, Our Holy Redeemer's.	R.C.	9	..	888	783	138	265	298	..	701	9	5	..	1389	679	381	92	..	169	..	80	..	..	767 19 0
4358	Duntocher, St. Mary's	R.C.	4	..	391	408	79	136	181	..	346	4	2	2	733	322	185	89	..	119	..	17	..	..	357 12 3
	ROSENEATH.			282																					
3451	Kilcreggan	P.	3	..	176	104	11	33	45	..	89	1	1	..	325	99	52	12	..	..	162	..	..	..	98 16 3
1745	Peaton	P.	3	..	25	16	2	4	7	..	13	p	..	..	84	28	7	2	..	..	47	..	..	..	28 10 0
4181	Roseneath	P.	3	..	150	92	17	30	36	..	83	2	..	1	298	89	49	11	..	..	149	..	..	1	90 14 6
	ROW.			1937																					
3148	Garelochhead	P.	6	..	127	114	20	29	49	..	98	2	1	1	405	120	63	14	..	..	208	..	..	..	113 10 6
1622	Glenfruin	P.	6	..	75	13	2	6	4	..	12	1	..	..	151	28	7	2	..	..	114	..	..	..	28 0 0
6474	*Helensburgh, Clyde Street	P.	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2258	Helensburgh, Grant and James Street (now closed)	P.	11	..	526	409	65	125	176	..	366	8	..	1	1055	415	209	..	..	..	427	..	..	5	412 8 10
4448	¶Helensburgh Hermitage	P.	6	..	393	346	43	101	161	..	305	7	..	5	1031	375	194	44	..	..	125	293	..	..	362 11 9
4448 H.G	¶Helensburgh Hermitage, H.G.	HGP	6	..	158	81	..	..	..	75	75	2	1	..	700	210	44	10	..	..	159	63	214	..	231 10 0
111	Row	P.	6	..	200	134	21	32	63	..	116	2	2	1	500	146	99	37	..	..	218	..	..	..	128 10 3
3997	Shandon	P.	6	..	40	27	7	17	1	..	25	p	..	..	67	29	18	4	..	..	16	..	..	..	24 8 0
1720	Helensburgh St. Joseph's	R.C.	9	..	237	243	50	75	95	..	220	3	1	..	558	207	116	29	..	200	..	6	..	..	232 3 9
3359	Helensburgh Trinity	E.	11	..	224	205	40	61	78	..	179	2	..	2	403	221	111	28	..	41	..	4	..	3	198 14 0
	TOTAL			22701	25848	22152	4066	6093	8618	547	19324	341	93	99	55669	22208	11232	2883	106	1953	14987	1204	1822	156	22891 3 11
	DUMFRIES.																								
	ANNAN.			1165																					
112	¶Academy	P.	6	..	464	249	30	70	68	50	218	7	..	..	698	291	78	..	72	..	197	60	..	..	387 14 9††
112 H.G	†Academy H.G.	HGP	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
193	Annan	P.	9	..	1204	616	183	277	322	4	786	11	4	8	1684	865	473	..	..	..	346	..	..	..	889 10 0
4310	Brecconbeds	P.	9	..	160	152	14	59	50	..	123	2	1	..	308	130	69	..	..	..	109	..	..	..	135 8 0
3116	Annan, St. Columba's	R.C.	9	..	189	52	13	15	15	..	43	1	1	..	80	47	26	6	..	3	..	2	..	..	40 1 3
	APPLEGARTH AND SIBBALDIE.			148																					
76	Sandyholm	P.	5	..	90	51	8	22	15	..	45	1	..	1	156	54	31	7	..	..	64	..	..	..	48 13 3
3357	Sibbaldbie	P.	5	.	66	43	8	13	19	..	40	1	..	..	137	50	23	5	..	..	58	..	..	..	51 2 0

* New School.—Grant to run as from 1st August, 1904. † New School—Grant to run as from 1st February, 1904. †† Grant for 17 months.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during Year.	Actual Average Attendance of Scholars.				Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1903-1904.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902-1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools). Total.														
	DUMFRIES—*cont.*													£	£	£	£	£	£	£	£	£	£	£ s. d.
	BRYDEKIRK.			178																				
3002	Brydekirk	P.	9	..	229	144	40	46	47	.. 133	2	..	2	321	138	76	..	..	..	107	..	..	..	147 8 9
	CANONBIE.			399																				
571	Canonbie	P.	4	..	350	166	8	46	75	.. 129	2	1	..	385	160	86	20	..	..	120	..	..	..	145 14 3
4120	Gilnockie	P.	4	..	91	48	7	11	21	.. 39	1	..	..	127	45	24	6	..	..	53	..	..	..	43 1 3
664	Glenzier	P.	4	..	70	60	12	18	22	.. 52	1	..	..	131	68	32	7	..	..	24	..	..	..	67 0 3
569	Harlaw	P.	4	..	72	47	4	13	16	.. 33	1	..	..	137	37	29	5	..	..	75	..	..	..	36 11 6
624	Rowanburn, Infant	P.	4	..	99	40	21	13	..	.. 34	1	..	..	77	35	21	5	..	..	15	..	..	..	34 15 6
	CAERLAVEROCK.			161																				
2818	Glencaple	P.	5	..	110	60	13	17	22	.. 52	1	1	..	264	59	32	47	50	..	75	..	..	..	56 2 0
3977	Hutton Hall	P.	5	..	186	126	17	40	44	7 108	2	2	..	480	116	58	53	200	..	52	..	..	..	128 18 0
	CLOSEBURN.			246																				
4359	Closeburn	P.	11	..	66	36	11	9	10	.. 30	1	..	..	114	38	23	..	..	..	41	..	..	12	31 9 0
1614	*Gubhill*	P.	6	..	44	16	3	4	6	.. 13	p	..	..	74	25	7	1	..	..	40	..	..	..	30 6 3
??	Wallace Hall Academy	..	6	..	398	252	32	66	81	38 217	4	4	..	1119	286	125	58	434	..	..	..	183	33	307 19 0
	CUMMERTREES.			144																				
2323	Cummertrees	P.	5	..	130	97	19	31	38	.. 88	1	1	..	231	86	47	11	..	..	86	..	..	..	96 16 0
387	Trailtrow	P.	5	..	58	44	12	11	15	.. 38	1	..	..	117	55	25	6	..	..	31	..	..	..	50 8 9

	DALTON.			90																										
4183	Dalton	P.	5	..	121	72	11	21	31	..	63	1	1	1	215	81	37	8	..	..	89	..	..	..	82	6	3			
	DORNOCK.			199																										
915	Dornock	P.	10	..	180	153	26	45	59	..	130	2	1	..	310	137	76	..	..	..	96	..	..	..	141	16	9			
	DRYFESDALE.			610																										
238	Lockerbie Academy	P.	6	..	565	528	92	156	216	..	464	9	..	7	2027	928	331	76	..	..	692	..	..	1	518	14	9			
238 H.G.	Lockerbie Academy, H.G.	H.G. P.	6 6	..	155	141	..	..	..	39	89	4	..	..	719	..	49	..	..	..	419	..	251	..	397	6	6			
	DUMFRIES (Burgh).			2437																										
2703	George Street	P.	4	..	662	401	78	126	141	..	345	6	3	..	1045	409	211	48	..	..	362	23	..	..	396	6	4			
824	Loreburn Street	P.	4	..	634	583	101	146	199	32	478	8	4	4	1506	609	300	69	..	..	408	42	18	..	587	19	2			
2770	St. Michael Street	P.	4	..	592	596	146	189	194	..	529	9	..	..	1310	604	313	72	..	..	259	62	..	..	587	1	11			
2876	St. John's	E.	1	..	344	328	64	97	109	..	270	3	1	4	553	285	153	38	..	53	..	7	..	3	282	11	8			
2549	St. Andrew's	R. C.	4	..	874	563	141	155	184	..	480	4	6	1	1115	486	275	132	..	191	..	31	..	..	515	7	0			
	DUMFRIES (Landward) § 67.			898																										
22	Brownhall	P.	11	..	160	112	25	34	45	..	104	2	..	..	346	113	63	..	..	..	129	8	..	4	115	10	3			
3560	Catherinefield	P.	11	..	159	121	30	40	40	..	110	2	..	1	275	108	60	..	..	..	94	13	..	..	120	0	0			
1087	Noblehill	P.	11	..	639	595	114	205	195	..	514	8	1	7	1399	566	320	..	..	..	462	47	..	4	581	14	3			
	DUNSCORE.			178																										
381	Burnhead	P.	12	..	96	62	8	20	20	..	48	1	..	1	135	51	30	..	1	..	54	..	..	..	52	9	0			
393	*Dunscore Village	P.	12	..	90	77	..	20	38	..	58	1	1	..	170	65	35	..	3	..	67	..	..	..	66	12	6			
921	*Dunscore Village, Infant and Female	P.	12	..	58	33	20	3	..	..	23	1	..	..	58	24	16	..	3	..	15	..	..	..	22	0	0			
424	Glenesslin	P.	12	..	50	38	8	11	10	..	29	1	..	..	121	46	21	..	5	..	49	..	..	..	30	4	0			
	DURISDEER.			220																										
115	Birleyhill	P.	6	..	106	68	13	17	27	..	57	1	..	1	240	87	39	9	2	..	103	..	..	..	75	4	3			
149	Durisdeer	P.	6	..	103	67	8	20	25	..	53	1	..	1	230	60	30	7	..	..	133	..	..	..	60	17	9			
631	Enterkinfoot	P.	4	..	47	24	7	8	6	..	21	1	..	..	92	36	12	6	..	38	..	..	..	..	37	4	0			
	ESKDALEMUIR.			83																										
417	Davington	P.	10	..	58	34	8	10	12	..	25	1	..	..	149	43	14	..	..	..	92	..	..	..	42	14	0			
4279	Eskdalemuir	P.	10	..	100	33	2	11	13	..	26	1	..	..	127	39	13	..	..	..	75	..	..	..	43	4	0			

* These Schools are amalgamated.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Ages (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.				Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1903–1904.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.						Annual Grant, 1902–1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.										
														£	£	£	£	£	£	£	£	£	£	£ s. d.
	DUMFRIES— *contd.*																							
19	EWES.			46																				
	Ewes	P.	10	..	60	31	4	12	12	..	28	1	..	..	162	48	18	..	..	..	96	..	..	..	43 16 0
	GLENCAIRN.			399																				
3707	*Craigmuie*	P.	6	..	40	16	4	4	5	..	13	1	..	..	88	31	9	2	..	..	45	..	..	..	28 2 0
398	Crossford	P.	6	..	78	76	7	21	37	..	65	1	1	..	182	82	39	9	..	..	52	..	..	..	82 16 3
396	Moniaive	P.	6	..	280	175	27	55	68	..	150	3	..	1	452	181	99	22	..	..	149	..	..	1	171 1 6
	GRETNA.			258																				
163	Gretna	P.	10	..	155	124	26	44	32	..	102	2	..	..	261	98	51	..	..	..	112	..	..	..	108 14 0
81	Mount Pleasant	P.	10	..	160	95	13	21	36	..	70	1	1	1	344	92	46	..	..	..	206	..	..	..	83 1 9
	HALFMORTON.			46																				
93	Halfmorton	P.	10	..	148	40	8	13	17	..	38	1	1	..	203	54	23	..	.	..	127	..	..	..	51 7 3
	HODDAM.			282																				
4469	Hoddam	P.	10	..	294	234	51	62	82	..	195	3	1	3	481	223	115	..	..	..	140	..	..	2	219 9 6
	HOLYWOOD.			165																				
3189	Holywood	P.	11	..	152	121	21	34	48	..	103	2	..	1	281	106	58	..	..	.	115	..	..	1	114 19 0
3999	Speddoch	P.	11	..	32	19	5	2	8	..	15	1	..	..	107	32	10	..	..	.	66	..	..	..	31 2 0
4000	Steilston	P.	11	..	62	48	6	14	5	13	38	1	..	..	126	57	24	..	..	..	45	..	..	..	51 16 6

	HUTTON AND CORRIE.				149																									
467	Corrie	P.	12	..	120	56	8	18	25	..	51	2	..	..	211	75	33	..	..	..	103	..	..	..	73	8	3
4362	Hutton	P.	12	..	97	91	15	28	39	..	82	1	1	..	241	103	53	..	..	..	85	..	..	..	103	3	6
	JOHNSTONE.				135																									
536	Cogrieburn	P.	10	..	58	19	5	5	6	..	16	1	..	..	73	31	9	..	..	..	33	..	..	..	32	0	0
3520	Goodhope	P.	10	..	73	43	7	10	21	..	38	1	..	1	163	59	27	..	..	..	77	..	..	..	51	19	9
65	Johnstone	P.	10	..	110	77	13	16	36	..	65	1	1	..	215	67	37	..	..	..	111	..	..	..	71	13	0
	KEIR.				75																									
3702	Lower	P.	6	..	86	38	5	10	14	..	29	1	..	..	115	43	19	4	..	..	48	..	..	..	41	17	6
3163	Upper	P.	6	..	100	35	9	13	8	..	30	1	..	..	125	20	12	3	..	..	91	..	..	..	29	18	0
	KIRKCONNEL.				283																									
1937	*Cairn Combination*	P.	6	..	44	16	1	3	9	..	13	1	..	..	83	32	9	2	..	..	40	..	.	..	23	16	0
4349	Kirkconnel	P.	6	..	290	222	40	71	75	..	186	4	..	..	620	196	109	25	..	..	290	..	..	..	206	12	9
	KIRKMAHOE.				214																									
4189	Dalswinton	P.	12	..	102	60	17	15	24	..	56	1	..	..	195	72	46	..	..	..	77	..	..	..	59	18	6
169	Duncow	P.	12	..	189	117	24	41	39	..	104	2	1	..	308	110	66	..	..	..	132	..	..	..	105	10	0
	KIRKMICHAEL				174																									
404	Garrel	P.	5	..	90	43	13	12	12	1	38	1	..	..	137	57	23	5	..	..	51	..	..	..	55	0	9
171	Nethermill	P.	5	..	129	77	11	27	33	..	71	1	..	1	248	94	50	12	..	..	92	..	..	..	81	5	9
	KIRKPATRICK-FLEMING.				302																									
172	Gair	P.	10	..	80	54	11	17	20	..	48	1	..	1	165	49	26	..	1	..	89	..	..	..	51	18	6
4328	Kirkpatrick-Fleming	P.	10	..	230	207	48	57	62	1	168	2	2	..	527	164	95	..	3	..	266	..	..	..	180	12	0
	KIRKPATRICK-JUXTA.				180																									
3662	Dumgree	P.	5	..	59	28	4	7	12	..	23	1	..	..	134	47	14	3	..	..	70	..	..	..	47	5	6
3877	Kirkpatrick-Juxta	P.	5	..	148	104	14	36	45	..	95	2	..	..	298	110	59	14	..	..	114	..	2	..	105	19	9
	LANGHOLM § 67.				589																									
2478	Langholm Academy	P.	6	..	842	482	101	158	171	..	430	8	..	7	1250	520	254	58	..	..	144	44	..	230	506	17	10
2478 H.G	Langholm Academy, H.G.	H.G.	6	..	160	98	..	..	..	86	86	2	..	..	659	271	41	9	..		103	20	214	..	320	3	3
1701	Wauchope	P.	6	..	40	10	3	5	2	..	10	1	..	..	87	25	5	1	..	..	55	..	..	..	23	11	0

List of Schools aided from Parliamentary Grants—*Continued.*

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	DUMFRIES—*contd.*																								
	LOCHMABEN.			463																					
247	Hightae	P.	10	..	145	84	17	21	39	..	77	2	..	..	228	79	43	..	..	..	106	..	..	1	84 3 9
3276	Lochmaben	P.	10	..	509	281	64	77	106	..	247	3	1	3	601	272	145	..	..	..	167	..	..	18	276 18 6
185	Templand	P.	10	..	126	106	26	35	37	..	98	1	1	1	231	116	64	..	..	..	51	..	..	..	107 9 3
	MIDDLEBIE.			367																					
2913	Hottsbridge	P.	10	..	112	96	13	28	34	..	75	2	..	..	243	87	52	..	..	..	103	..	..	..	82 3 6
176	Middlebie	P.	10	..	103	60	11	19	27	..	57	1	1	..	209	66	35	..	..	..	109	..	..	..	62 7 9
3672	Eaglesfield, G.A., and Subscription	C.S.	10	..	155	127	29	40	38	..	107	1	1	2	293	109	59	15	..	81	..	..	..	1	119 4 6
	MOFFAT			517																					
764	Academy	P.	6	..	473	391	64	121	168	..	353	5	3	4	644	428	145	52	..	..	16	..	4	..	374 1 6
764 H.G.	Academy, H.G.	HGP	6	..	130	28	..	..	1	26	27	1	..	..	336	107	10	..	91	..	89	..	89	..	99 6 8
337	Annan Water	P.	6	..	44	14	4	6	5	..	15	1	..	..	84	14	5	2	..	..	64	..	..	..	15 2 0
4637	*Evan Water*	P.	6	..	60	26	4	8	9	..	21	1	..	..	82	32	7	2	..	..	41	..	..	..	36 10 0
545	Moffat Water	P.	6	..	40	24	2	8	12	..	22	1	..	..	79	36	8	3	..	..	33	..	..	..	38 0 0
	MORTON.			321																					
1566	*Gatelaw Bridge*	P.	6	..	78	71	16	20	27	..	63	1	1	..	156	65	35	48	..	..	8	..	..	..	68 9 3
31	Morton	P.	6	..	202	130	..	44	72	..	116	2	..	..	366	140	68	16	..	..	142	..	..	..	133 18 0
1363	Morton, Infant	P.	6	..	159	81	53	19	..	..	72	1	1	1	172	74	49	11	..	..	37	..	..	..	75 6 3
4525	Carronbridge, Duke of Buccleuch's	..	6	..	141	92	22	26	34	..	82	1	1	..	257	78	46	22	..	111	..	11	..	..	83 4 0

	MOUSWALD.				78																								
3764	Mouswald	P.	5	..		135	86	14	23	31	..	68	1	1	..	252	63	37	9	..	..	143	..	..	..	72	13	2
	PENPONT.				158																								
2356	Penpont	P.	6	..		190	134	21	32	57	..	110	3	..	..	328	132	72	17	..	..	107	..	..	..	120	19	9
324	Woodside	P.	6	..		40	23	4	6	9	..	19	p	..	..	94	28	10	2	..	..	53	..	..	..	34	10	0
	RUTHWELL.				145																								
32	Ruthwell	P.	5	..		172	115	11	29	51	..	91	2	..	..	262	106	57	13	8	..	78	..	..	..	102	12	9
3646	Female Industrial	..	5	..		56	52	13	15	7	8	43	1	..	..	188	49	28	63	..	44	..	..	4	..	46	6	9
	ST. MUNGO				96																								
8	St. Mungo	P.	12	..		150	100	19	36	34	..	89	2	..	..	362	101	57	..	..	..	205	..	..	..	99	15	0
	SANQUHAR.				628																								
3354	Sanquhar	P.	4	..		568	430	49	138	145	14	346		1	2	1265	421	209	48	45	..	521	..	..	21	410	12	6
1225	Mennoch Bridge, Duke of Buccleuch's	..	4	..		66	33	6	12	11	..	29	1	..	..	86	38	20	10	..	18	..	..	..	..	32	1	9
1565	Wanlockhead	..	6	..		169	127	21	35	61	..	117	2	..	1	297	129	67	33	..	69	..	..	..	..	129	16	9
	TINWALD.				148																								
2670	Amisfield	P.	11	..		167	91	18	26	29	..	73	1	1	..	173	75	41	..	..	..	31	..	24	2	79	6	3
2643	Shielduill	P.	11	..		68	29	6	8	11	..	25	1	..	..	81	39	13	..	..	..	4	..	24	..	42	1	3
	TORTHORWALD.				149																								
3064	Collin	P.	11	..		136	111	25	27	44	..	96	2	1	1	251	116	63	..	..	..	62	3	6	..	110	3	6
3949	Torthorwald	P.	11	..		100	72	9	20	29	..	58	2	..	..	230	69	38	..	..	..	121	2	..	..	64	0	9
	TUNDERGARTH.				85																								
746	Tundergarth	P.	12	..		140	98	12	30	47	..	89	1	1	..	230	110	57	..	..	..	64	..	..	..	109	18	3
	TYNRON.				59																								
3558	Tynron	P.	6	..		36	22	2	7	9	..	18	1	..	..	111	30	8	2	..	..	72	..	..	..	35	0	3
782	Tynron, Endowed	P.	6	..		63	32	4	8	18	..	30	1	..	..	164	47	17	4	63	9	24	..	..	..	48	11	6
	WAMPHRAY.				79																								
41	Wamphray	P.	5	..		138	66	10	18	27	..	55	1	1	..	229	70	35	8	18	..	98	..	..	..	68	12	0

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division).	Above 10. (Supplementary Courses or Higher Grade Schools).	Total.	Number of Teachers. Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School. £	Income of School derived from: Annual Grant, 1902-1903. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools and General Aid Grant. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	Annual Grant paid at end of School Year 1903-1904. £ s. d.
	DUMFRIES—*contd.*																								
	WESTERKIRK.			85																					
4904	Megdale	P.	10	..	25	5	..	3	1	..	4	1	..	..	50	19	2	..	..	..	28	..	..	..	19 2 0
373	Westerkirk	P.	10	..	106	71	7	24	30	..	61	1	..	1	159	78	34	..	..	..	48	..	..	..	85 4 6
	TOTAL			13726	19328	13062	2449	3915	4713	369	11446	216	58	71	36143	13919	6794	1251	997	617	11009	373	820	334	13930 16 0
	EDINBURGH.																								
	BORTHWICK.			274																					
3804	Borthwick	P.	2	..	193	136	23	42	41	..	107	2	1	..	273	132	76	17	..	..	43	6	..	..	116 3 9
2740	Newlandrig, Subscription	..	2	..	101	77	15	25	26	..	66	1	1	..	144	69	40	9	20	20	..	..	.	..	71 5 0
	CARRINGTON.			81																					
3413	Carrington	P.	4	..	130	51	12	12	19	..	43	1	1	..	228	47	26	46	..	..	96	..	..	13	46 17 3
	COCKPEN.			756																					
3754	Bonnyrigg	P.	3	..	440	298	46	87	119	3	255	4	2	3	707	287	156	36	..	..	228	..	..	..	286 4 9
258	Cockpen	P.	3	..	120	110	23	36	33	..	92	2	1	..	248	99	55	53	..	..	42	..	..	..	100 0 6
3862	Bonnyrigg, Girls'	..	3	..	237	250	53	75	80	..	208	2	4	..	496	237	130	62	..	90	..	..	..	..	226 11 9
	COLINTON.			967																					
128	Colinton	P.	12	..	265	154	36	49	43	..	128	2	1	1	440	154	86	..	1	..	198	..	1	..	140 8 9
2213	Juniper Green, Infant and Industrial	P.	12	..	146	75	53	6	..	..	59	1	..	1	151	85	48	..	..	..	13	..	..	5	60 17 0
3032	Juniper Green, Male	P.	6	..	315	263	13	83	112	28	236	3	..	..	761	252	125	..	..	..	306	5	70	3	309 3 3
3032 H.G.	*Juniper Green, Male H.G.	H.G. P.	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
431	Longstone, Female	P.	12	..	156	153	39	54	44	..	137	3	..	..	278	146	88	..	..	..	44	..	..	..	146 15 0
	Slateford	P.	12	..	218	185	42	46	63	..	151	3	1	1	417	165	100	..	..	..	151	..	..	2	165 4 3
2252	Swanston	P.	12	..	61	31	5	9	12	..	26	1	..	1	126	28	15	..	..	..	83	..	..	..	28 8 6

	CORSTORPHINE.			472																							
2789	Corstorphine	P.	1	..	434	382	76	122	131	..	329	6	2	..	859	336	197	..	..	..	322	..	..	4	358	5	
	CRAMOND.			706																							
6468	Blackhall	P.	6	..	90	51	26	17	..	..	43	1	..	..	199	..	..	..	..	..	199	..	..	..	71	12	6
2470	Cramond	P.	6	..	164	93	10	39	31	..	80	2	..	..	312	82	35	11	..	..	177	..	..	7	87	14	9
3079	Davidson's Mains	P.	6	..	245	215	45	69	76	..	190	4	..	..	513	195	71	25	..	..	222	..	..	..	204	18	6
4411	Lenzie	P.	6	..	111	83	16	24	32	..	72	2	..	..	180	68	31	9	..	..	71	..	..	..	78	4	0
	CRANSTON § 67.			192																							
3752	Cousland	P.	2	..	107	79	20	25	25	..	70	1	1	..	180	78	42	10	..	..	50	..	..	..	74	11	3
4128	Cranston	P.	2	..	138	124	16	42	45	..	103	2	..	..	245	114	67	14	..	..	48	..	..	..	113	14	10
	CRICHTON.			159																							
3048	Crichton	P.	2	..	180	150	17	44	55	..	116	2	1	1	319	132	76	..	..	..	111	..	..	..	132	3	6
4688	Pathhead, St. Mary's	R. C.	2	..	59	32	7	10	11	..	28	1	..	..	95	38	21	5	..	27	..	3	..	..	30	2	3
	CURRIE.			504																							
2517	Balerno	P.	12	..	252	219	43	69	72	4	188	4	1	..	506	196	113	..	..	..	197	..	..	..	208	7	6
4104	Currie	P.	12	..	195	114	24	28	45	2	99	2	1	..	307	98	50	..	..	..	158	..	..	..	112	7	0
4878	Hermiston	P.	12	..	51	38	11	17	3	..	31	1	..	..	92	41	24	..	..	..	28	..	..	..	31	14	9
	DALKEITH (Town).			1297																							
3069	Burgh	P.	6	..	620	208	26	60	71	..	157	3	1	2	555	198	109	25	..	..	223	..	..	..	174	4	3
6456	King's Park	P.	6	..	675	617	106	179	210	40	535	10	2	4	1535	639	307	70	..	..	841	..	172	7	721	4	7††
6456 H.G.	*King's Park, H. G.	H.G. / P.	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
4458	St. David's	R. C.	1	..	282	324	57	88	88	..	233	2	3	1	457	248	154	33	37	56	..	5	..	..	254	18	6
	DALKEITH (Landward) § 67.			97																							
3708	Dalkeith	P	6	..	178	174	24	51	68	16	159	3	..	..	474	175	94	22	..	..	163	..	..	18	197	3	6
	EDINBURGH (City).			52384																							
1853	Abbeyhill	P.	1	..	1363	1192	182	384	418	93	1077	23	1	8	4484	1374	597	..	..	..	2510	3	..	..	1442	2	3
6473 H.G.	†Boroughmuir	H.G. / P.	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
656	Bristo	P.	11	..	893	910	122	275	359	12	768	15	..	7	2739	907	492	..	..	..	1338	1	..	..	922	6	3
1528	Broughton	P.	6	..	1067	1123	187	372	413	..	972	18	2	9	3297	1204	612	140	..	..	1335	6	..	..	1136	16	3
1528 H.G.	Broughton, H. G.	H.G. / P.	6	..	261	259	..	..	3	233	236	7	..	..	1737	665	94	21	..	..	1016	..	..	..	849	4	6
5630	Bruntsfield	P.	6	..	1666	1302	185	430	562	..	1177	24	..	8	4173	1488	740	170	..	..	1770	6	..	..	1419	5	4
5630 H.G.	Bruntsfield, H. G. (now closed)	H.G. / P.	6	..	449	457	..	..	..	414	414	14	..	..	2709	1164	188	43	..	..	1313	..	..	..	1527	15	10
2697	Canonmills	P.	12	..	885	715	114	283	264	17	628	17	..	3	3068	795	383	..	..	..	1884	1	..	..	780	3	7

* New School—Grant to run as from 1st August, 1904. † New School—Grant to run as from 1st July, 1904. †† Grant for 13 months.

List of Schools aided from Parliamentary Grant—*Continued*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1903–1904.
							Under 7 (Infants.)	Above 7 and under 10 (Junior Division).	Above 10			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902–1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses of Higher Grade Schools).	Total.														
							£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	EDINBURGH—*contd.*																								
	EDINBURGH CITY—*contd.*																								
4633	Castle Hill	P.	10	..	950	897	115	272	359	..	746	16	..	6	2881	887	463	..	..	..	1530	1	..	..	862 18 1
1439	Causewayside	P.	12	..	949	650	97	198	245	9	549	14	..	5	2720	614	309	..	..	..	1796	1	..	..	652 16 5
6441	Craiglockhart	P.	1	..	1586	875	187	278	279	29	773	19	..	5	4163	..	539	88	..	..	3537	..	..	..	1225 12 2
1646	Dalry	P.	2	..	1821	1789	293	541	593	88	1515	30	..	12	4967	1917	947	..	..	..	2100	4	..	..	1393 11 8
663	Davie Street	P.	9	..	588	541	70	187	219	..	476	12	..	5	2033	551	283	..	..	..	1198	..	..	..	556 18 8
2439	Dean	P.	5	..	618	491	110	162	162	..	434	10	..	2	1993	482	246	56	..	..	1208	1	..	..	477 4 0
499	Duddingston	P.	1	..	120	87	21	27	30	..	78	2	..	..	347	89	47	..	..	..	212	..	..	..	84 8 10
6407	Flora Stevenson	P.	4	..	1402	949	130	295	378	16	819	18	..	7	3485	983	646	115	..	..	1740	1	..	..	1120 16 3
4157	Gorgie	P.	11	..	1630	1596	323	509	498	20	1350	29	..	7	4741	1729	909	..	19	..	2081	3	..	..	1628 15 10
161	Grantoh	P.	6	..	360	293	62	99	102	..	263	9	..	..	857	274	152	35	..	..	396	..	..	..	235 18 0
4498	Leith Walk	P.	2	..	1826	1751	292	544	613	119	1568	30	2	9	5373	1736	839	..	..	..	2797	2	..	..	1991 5 6
4643	London Street	P.	1	..	1459	1403	190	451	553	28	1222	24	..	10	4406	1453	719	..	..	..	2231	3	..	..	1474 4 5
1954	Lothian Road	P.	6	..	939	864	147	274	303	48	772	15	1	4	3211	914	461	106	..	..	1729	1	..	..	988 8 11
3119	Milton House	P.	1	..	1174	1082	165	344	418	..	927	20	..	7	3405	1115	578	..	..	..	1713	..	..	..	1061 8 3
1383	North Canongate	P.	3	..	1484	1419	254	486	488	..	1228	27	..	7	4212	1407	699	169	..	..	1935	1	..	..	1414 13 3
6406	North Merchiston	P.	3	..	1701	1599	287	512	498	74	1371	28	..	15	5022	1754	909	208	..	..	2148	2	..	..	1695 18 7
1512	Parsons Green	P.	10	..	1464	1135	222	384	399	13	1018	22	..	8	3326	1242	580	..	..	..	1502	2	..	..	1215 19 0
2751	Portobello	P.	12	..	1330	986	135	295	362	67	859	17	2	9	2960	1070	553	..	..	..	1333	3	..	..	1126 13 5
6008	Portobello Tower Bank	P.	12	..	414	436	86	128	150	..	364	9	1	5	1208	400	217	..	..	..	590	1	..	..	410 18 11
245	Preston Street	P.	11	..	884	842	178	284	273	13	748	15	..	4	2922	867	439	..	..	..	1616	1	..	..	903 3 1
3038	Regent Road	P.	9	..	944	914	111	237	460	7	815	16	..	9	3148	986	473	..	..	..	1688	1	..	..	1010 5 9
1654	Roseburn	P.	11	..	974	761	124	247	272	11	654	15	2	4	2560	789	446	..	..	5	1316	4	..	..	791 0 0
2431	St. Bernard's	P.	9	..	1210	1076	151	365	419	5	940	19	..	8	3525	1163	572	..	..	..	1788	1	..	..	1123 14 8
4816	St. Leonard's	P.	3	..	1531	1059	179	362	321	62	924	17	1	11	3601	1109	572	130	..	..	1789	2	..	..	1174 0 9
2030	Sciennes	P.	2	..	1523	1443	242	447	503	83	1275	27	..	10	4834	1624	751	..	..	..	2502	7	..	..	1683 3 1
4853	South Bridge	P.	12	..	1269	1245	175	415	461	52	1103	21	..	12	3431	1339	680	..	..	..	1460	2	..	..	1361 0 6
1440	South Morningside	P.	5	..	1342	842	149	277	254	60	740	18	..	4	3169	911	455	104	..	..	1693	5	..	..	944 15 8
4634	Stockbridge	P.	6	..	941	796	176	266	252	20	714	16	..	7	2896	846	425	97	..	..	1526	1	..	..	854 4 8
1727	Torphichen Street	P.	10	..	988	948	145	299	383	17	844	16	..	6	2952	992	504	..	..	..	1453	3	..	..	1043 2 6
4553	Warrender Park	P.	4	..	912	751	97	257	226	80	660	15	..	5	2934	930	555	94	..	..	1350	5	..	..	907 8 11
4580	West Fountainbridge	P.	5	..	762	794	146	258	273	..	677	15	..	8	2771	729	389	89	..	..	1562	1	..	..	781 7 0
	Normal Practising	C.S.	6	..	930	509	64	123	163	84	434	11	..	4	2008	572	253	121	..	..	..	..	50	687	723 17 11

4580 H.G.	*Normal Practising, H.G.	H.G. C.S.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2103	Normal and Model	F.C.	6	..	385	710	143	221	267	..	631	12	1	12	2587	1068	668	290	..	..	..	103	50	399	667	15	2
2103 H.G	Normal and Model, H.G.	H.G. F.C.	6	..	165	80	..	..	..	71	71	4	1	..	409	..	43	20	..	..	..	42	50	44	239	6	10
79	Abbey Hill	E.	11	..	243	225	51	80	59	..	190	3	2	..	407	213	125	30	..	59	..	1	..	..	204	10	3
4255	All Saints'	E.	10	..	428	279	52	81	105	..	238	3	4	..	619	275	150	38	..	573	..	1	..	87	261	3	3
1943	Practising	E.	5	..	388	319	77	117	65	20	279	6	2	2	803	346	182	87	..	22	..	19	..	146	341	0	3
2194	St. Andrew's	E.	4	..	351	370	85	133	86	..	304	4	2	..	648	348	194	93	..	84	..	4	..	1	325	17	0
4470	St. George's	E.	10	..	130	139	30	55	40	..	125	1	3	..	257	138	78	19	..	41	..	3	..	..	133	12	6
4528	¶St. James'	E.	6	..	239	190	28	62	50	19	159	3	2	..	781	214	..	51	283	..	..	183	..	70	207	19	0
1769	St. Margaret's, Easter Road	E.	11	..	288	266	78	100	46	..	224	3	2	2	542	261	161	37	..	89	..	19	..	4	240	1	0
3908	Glen Street	R.C.	11	..	750	650	106	204	232	6	548	7	10	4	1266	572	319	76	..	291	..	9	..	..	626	5	6
2047	Portobello, St. John's	R.C.	12	..	314	285	52	89	96	5	242	4	1	1	613	273	158	37	..	94	..	11	..	..	270	19	6
2898	St. Ann's	R.C.	1	..	1060	816	194	225	229	9	657	8	4	8	1637	531	413	104	..	231	..	22	..	10	732	7	7
5878	St. Columba's	R.C.	6	..	358	269	69	82	78	9	233	2	2	3	578	231	140	61	..	135	..	12	..	..	263	18	9
981	St. Cuthbert's	R.C.	12	..	348	246	49	87	70	6	212	2	2	1	488	215	130	29	..	69	..	13	..	2	240	0	0
4694	¶St. Mary's Cathedral, Albany Street	R.C.	4	..	171	129	15	33	49	19	116	2	2	1	520	142	..	53	..	144	..	181	..	..	164	9	8
246	St. Mary's Cathedral, York Lane	R.C.	4	..	720	589	89	178	219	3	494	8	2	2	1135	540	292	140	..	144	..	20	..	..	578	1	0
2665	St. Patrick's	R.C.	1	..	415	425	..	161	185	3	354	3	5	3	821	389	219	44	..	129	..	18	..	..	416	6	11
5242	St. Teresa's, Morningside	R.C.	12	..	108	42	14	14	7	7	42	1	..	..	110	42	25	6	..	37	..	..	..	..	44	5	6
4774	Deaf and Dumb Institution	..	3	..	..	..	..	9	52	..	61	..	..	..	..	..	..	..	..	..	..	..	..	..	322	8	9
6445	Donaldson's Hospital, Deaf Mute*	..	12	..	...	..	..	22	86	..	108	..	..	..	..	..	..	..	..	..	..	..	..	..	456	18	3
32	¶James Gillespie's	..	6	..	1284	1338	190	455	542	..	1187	19	5	3	2875	1665	..	362	..	..	..	1700	5	..	1241	1	2
32H.G	¶James Gillespie's, H.G.	..	6	..	366	258	..	..	..	235	235	7	..	..	1249	583	..	55	..	..	..	657	210	..	606	13	9
4574	Royal Blind	..	11	..	..	..	..	4	45	..	49	..	..	..	..	..	..	..	..	..	..	..	..	..	251	11	3
	FALA AND SOUTRA.			69																									
358	Fala and Soutra	P.	3	..	80	68	12	14	28	..	54	1	..	1	155	58	32	7	2	..	56	..	..	..	61	2	0
	GLENCORSE.			261																									
4528	Glencorse	P.	1	..	292	268	55	77	90	9	231	3	2	..	574	261	147	..	..	..	166	..	..	..	267	4	0
	HERIOT.			92																									
750	Heriot	P.	7	..	133	65	8	21	22	..	51	1	1	..	216	74	35	48	..	..	53	6	..	..	65	18	0
	INVERESK (Landward).			610																									
1867	Cowpits	P.	10	..	83	37	24	6	1	..	31	1	..	..	110	71	39	..	..	..	..	..	..	1	30	10	6
6434	Crookston	P.	10	..	348	248	1	86	125	..	212	4	2	1	722	..	163	..	..	..	559	..	..	..	282	1	8
1023	Old Craighall	P.	10	..	75	36	13	15	4	..	32	1	..	..	96	32	19	..	..	..	46	..	..	..	33	1	0
4909	Wallyford	P.	10	..	148	117	68	31	1	..	100	1	2	..	194	150	106	..	..	..	..	..	..	2	98	14	0

* New School—Grant to run as from August 1st, 1904.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1903–1904.
							Under 7 (Infants.)	Above 7 and under 10 (Junior Division).	Above 10 (Senior Division).	Above 10 (Supplementary Courses of Higher Grade Schools).	Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902–1903.	Grant in Relief of Fees.	Aid Grants to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
															£	£	£	£	£	£	£	£	£	£	£ s. d.
	EDINBURGH—*contd.*																								
	KIRKNEWTON AND EAST CALDER.			735																					
4452	East Calder	P.	1	..	272	242	81	74	76	19	200	2	2	3	660	244	103	..	..	..	232	..	70	11	249 14 6
3378	Kirknewton	P.	1	..	135	105	19	33	36	..	88	2	1	..	267	94	56	..	..	..	109	..	..	8	95 6 6
844	Oakbank	P.	1	..	250	239	55	67	88	..	210	2	1	2	514	232	162	..	..	..	112	..	..	8	230 10 6
1698	Sunnyside	P.	1	..	32	23	3	5	10	..	18	1	..	..	74	22	13	..	..	..	39	..	..	..	16 16 8
2482	Wilkieston	P.	1	..	130	81	7	14	3	..	24	p.	..	..	88	34	11	..	..	..	43	..	..	..	25 13 9
5874	East Calder	R.C.	1	..	360	176	37	52	66	..	155	2	..	4	332	167	81	25	..	54	..	5	..	..	174 11 6
	LASSWADE § 67.			1974																					
2386	Lasswade	P.	6	..	516	384	48	106	123	60	337	7	2	2	1189	502	209	48	..	..	161	..	268	..	489 8 0
2386 H.G.	* Lasswade H.G.	H.G. P.	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	.. ..
3271	Loanhead	P.	5	..	682	511	116	154	143	39	452	4	7	1	1364	499	267	61	..	..	536	..	..	..	557 2 0
1063	Pentland	P.	5	..	250	134	38	34	46	7	125	2	1	1	405	133	70	16	..	..	185	..	..	..	148 14 6
3589	Rosewell	P.	6	..	292	325	70	106	104	3	283	2	4	1	517	287	159	36	..	..	34	..	..	..	267 8 11
2816	Roslin	P.	6	..	394	325	79	105	93	25	302	2	5	..	707	313	172	39	..	..	184	..	..	..	362 17 3
4792	Loanhead, St. Margaret's	R.C.	5	..	316	115	32	33	39	..	104	1	1	1	286	100	56	27	..	90	..	1	..	..	110 11 9
5482	Rosewell, St. Matthew's	R.C.	6	..	110	102	25	32	29	..	86	1	1	1	218	101	55	27	..	40	..	4	..	..	91 6 9
	LEITH (Burgh) § 67.			14736																					
4685	¶Academy	P.	6	..	1187	674	137	235	209	..	581	15	1	9	2708	735	365	83	..	..	658	868	..	..	684 8 10
4685 H.G.	Academy H.G.	H.G. P.	6	..	367	364	..	..	5	333	338	13	..	..	2575	797	157	32	..	..	1086	4	500	..	1373 9 10
4131	Bonnington Road	P.	11	..	957	958	149	310	313	12	784	17	2	4	2589	986	489	..	..	..	1155	7	..	1	926 5 7
4745	Couper Street	P.	9	..	1873	1667	352	463	538	6	1359	28	..	12	4288	1615	856	..	..	..	1785	19	..	14	1588 8 9
4687	Great Junction Street	P.	9	..	1070	960	155	324	339	4	822	18	1	4	2582	945	494	..	..	..	1127	9	..	8	963 6 9
4698	Links Place	P.	10	..	776	695	90	242	226	6	564	10	3	3	1779	665	361	..	..	..	746	6	..	..	656 12 5
2044	Lochend Road	P.	9	..	1619	1337	241	413	494	3	1151	25	1	8	3754	1377	715	..	..	..	1624	13	..	25	1364 18 1
1221	Lorne Street	P.	11	..	1253	1114	184	388	393	8	973	19	3	9	2748	1123	590	..	..	..	1022	4	..	8	1174 2 5
2792	Newhaven, Victoria	P	5	..	792	714	137	222	232	17	608	11	5	4	1997	658	349	80	..	..	906	5	..	..	711 10 3

1152	North Fort Street	P.	11	..	1182	1199	214	403	448	9	1071	21	1	7	3101	1289	686	..	..	..	1095	9	..	23	1262	10	5
852	St. Thomas	P.	10	..	394	340	52	96	113	2	263	5	2	4	879	283	151	..	..	..	440	5	..	..	308	17	1
4918	¶Trinity Academy	P.	6	..	1459	748	147	272	185	..	604	14	2	7	2694	808	407	91	..	..	453	935	..	..	690	13	7
918	Trinity Academy, H.G.	H.G.	6	..	195	193	..	..	..	169	169	7	..	..	1367	288	47	11	..	..	818	3	200	..	669	15	3
H G		P.																									
1219	Yardheads	P.	10	..	1259	1055	193	327	348	6	874	17	2	8	2683	998	535	..	..	..	1148	3	..	..	1002	18	11
4 67	St. James'	E.	10	..	370	373	64	113	124	2	303	6	..	3	647	349	190	47	..	58	..	21	..	6	342	0	6
3261	St. Mary's	R.C.	5	..	1523	997	194	275	293	27	789	4	13	5	1771	883	470	225	..	152	..	29	..	9	889	18	11
	LIBERTON.			1628																							
635	Burdiehouse	P.	2	..	291	150	38	39	53	..	130	3	1	..	442	141	90	48	..	..	164	..	..	..	144	0	9
4404	Gilmerton	P.	2	..	356	246	43	80	98	..	221	4	1	..	716	239	128	30	..	..	318	..	..	..	244	6	0
71	Liberton	P.	2	..	294	203	34	59	84	..	177	4	1	..	632	209	117	26	..	..	280	..	..	..	195	11	3
4218	New Craighall, Infant	P.	2	..	123	106	92	2	..	..	94	1	1	..	178	85	62	13	..	..	18	..	..	..	91	15	0
363	The Niddrie	P.	2	..	653	666	87	227	252	..	566	12	1	..	1466	625	342	76	..	..	422	..	..	..	646	1	3
4099	Gilmerton, The Anderson, Female	..	2	..	110	71	19	13	28	..	60	1	1	..	204	76	43	11	75	..	..	..	..	..	64	6	6
	MID-CALDER § 67.			771																							
2836	Bellsquarry	P.	2	..	116	129	28	40	47	..	115	1	1	1	276	105	61	13	..	..	89	8	..	..	126	10	
1372	Causewayend	P.	1	..	50	9	2	3	2	..	7	1	..	..	94	24	3	..	..	..	67	..	..	..	22	8	0
114	Mid-Calder	P.	2	..	285	193	37	61	70	4	172	3	..	4	721	191	90	23	..	..	407	8	..	2	196	2	0
2034	Pumpherston	P.	2	..	458	450	105	136	146	..	387	6	3	3	862	403	230	50	..	..	170	10	..	..	431	13	8
	MUSSELBURGH (Burgh).			2388																							
32	¶Grammar	P.	6	..	260	209	37	58	78	..	173	4	2	1	784	173	126	34	..	..	260	146	..	44	177	5	2
39		H.G.																									
H.G	¶ Grammar, H.G.	P.	6	..	160	64	..	..	..	56	56	3	..	..	425	98	26	..	..	..	181	30	89	..	183	3	5
3132	Fisherrow	P.	10	..	1093	1080	207	328	378	6	919	18	1	5	2040	1044	565	..	..	..	268	..	..	163	1021	2	6
4302	Newbigging	P.	10	..	836	597	107	171	226	6	510	10	1	4	1258	566	322	..	..	..	285	..	..	87	583	17	9
4182	St. Peter's	E.	10	..	428	446	87	124	153	4	368	3	4	4	738	395	219	53	..	54	..	29	..	..	402	15	0
6211	Loretto	R.C.	10	..	224	210	49	65	54	..	168	2	3	1	392	169	106	24	..	94	..	4	..	..	180	2	0
	NEWBATTLE § 67.			868																							
1195	Easthouses	P.	6	..	62	51	30	17	..	..	47	1	..	..	105	47	28	6	..	..	25	..	..	..	46	9	0
4344	Newbattle	P.	6	..	679	776	164	219	249	18	650	11	3	4	1589	701	394	87	..	..	407	..	..	1	747	7	9
	NEWTON.			289																							
2303	Edmondstone	P.	3	..	66	53	15	24	10	..	49	1	1	..	126	64	34	8	..	..	21	..	..	..	56	16	6
3744	Newton (Dalkeith)	P.	3	..	240	184	32	50	81	..	163	2	2	1	432	164	88	40	5	..	135	..	..	..	186	9	0
	PENICUIK § 67.			1027																							
286	Howgate	P.	4	..	120	89	11	28	35	..	74	1	1	..	308	80	29	10	..	..	189	..	..	..	81	11	3
2454	Kirkhill	P.	1	..	301	244	56	69	79	11	215	4	2	1	692	242	129	..	..	..	321	..	..	..	249	5	9
4109	*Nine Mile Burn*	P.	4	..	103	39	4	12	16	..	32	1	..	..	131	52	20	5	..	..	54	..	..	..	50	10	0
4110	Penicuik	P.	1	..	746	478	104	132	123	53	412	7	4	..	1229	474	237	..	..	..	394	..	124	..	518	18	3

* New School Grant to run as from 1st August, 1904.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1903–1904.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902–1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.		
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).															
															£	£	£	£	£	£	£	£	£	£ s. d.
	EDINBURGH—*contd.*																								
	PENICUIK—*contd.*																								
48	Penicuik	E.	1	..	324	155	29	43	53	..	125	3	..	..	309	147	80	20	..	57	..	6	10	..	136 14 3
1266	Penicuik	R.C.	1	..	107	66	20	20	17	..	57	1	..	..	176	69	38	10	..	40	..	..	..	..	59 13 9
	RATHO.			426																					
368	Ratho	P.	4	..	303	204	43	52	73	..	168	2	3	..	660	197	108	25	..	..	307	4	..	19	184 14 9
3072	Dalmahoy, St. Mary's	E.	4	..	119	97	13	25	45	..	83	1	1	..	248	100	53	25	..	100	..	..	..	..	94 1 9
	STOBHILL § 67.			828																					
3365	Stobhill	P.	12	..	792	713	137	212	236	12	597	11	5	2	1364	667	357	..	..	..	327	13	..	..	677 18 10
	STOW.			274																					
440	*Caitha*	P.	7	..	50	13	6	4	2	..	12	1	..	..	80	33	9	2	..	..	36	..	..	..	26 12 0
608	Fountainhall	P.	7	..	120	71	6	21	31	..	58	1	1	..	207	73	30	48	..	..	56	..	..	..	76 15 3
197	Stow	P.	7	..	226	112	24	39	38	1	102	2	1	..	318	114	66	15	..	..	123	..	..	..	112 7 0
	TEMPLE.			72																					
4277	Temple	P.	4	..	124	66	10	20	20	..	50	2	..	..	233	52	29	57	..	..	96	..	..	..	54 10 0
4085	Toxside	..	4	..	47	40	4	12	15	..	31	1	..	..	118	47	17	8	24	11	..	..	..	3	49 6 3
	WEST CALDER § 67.			1856																					
3839	Addiewell	P.	5	..	515	355	85	115	96	12	308	5	3	3	969	368	193	44	..	..	364	..	..	..	372 4 1
533	Cobbinshaw	P.	6	..	150	64	14	21	20	..	55	1	..	..	212	108	54	13	..	..	36	1	..	..	73 18 6
4348	Gavieside	P.	5	..	280	202	46	67	60	..	173	2	2	2	539	177	94	22	..	..	246	..	..	1	193 6 5

5300	Harburn	P.	6	..	60	33	11	14	4	..	29	1	..	..	107	30	17	4	..	..	56	..	..	..	29	18	6
1319	Leavenseat	P.	5	..	166	35	11	16	4	..	31	1	..	..	135	54	31	7	..	..	43	..	..	..	31	17	0
2855	West Calder	P.	6	..	697	620	116	172	200	42	530	8	6	2	1335	640	308	71	..	..	624	..	192	..	714	12	2
2855 H.G	*West Calder, H.G.	HGP	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..		
1132	Woodmuir	P.	5	..	175	93	17	31	29	2	79	2	1	..	320	92	52	52	..	..	125	..	..	..	90	4	3
50	West Calder	R.C.	6	..	292	312	54	90	112	..	256	2	3	..	564	264	144	70	..	37	..	9	..	..	278	7	0
	TOTAL				36743	31548	75950	13200	23417	25790	3282	65689	1290	216	449	224889	78116	38340	5822	471	3118	39682	5338	2051	1963	33,102	14	6
	ELGIN.																										
	ALVES.				241																						
4105	Alves	P.	2	..	281	194	28	68	64	..	160	2	1	2	377	194	102	..	26	..	45	..	10	..	171	12	6
	BELLIE.				357																						
3402	Bellie	P.	3	..	203	136	23	43	55	2	123	3	..	1	456	129	67	15	40	..	198	1	3	4	136	5	*3
2824	Fochabers Milne's Inst.	P.	3	..	305	293	39	83	99	..	221	5	1	3	694	195	141	67	461	..	..	2	..	..	237	7	11
2824 H.G	Fochabers Milne's Inst. H.G.	P.	6	..	217	56	..	..	..	51	51	1	1	..	570	72	17	8	117	..	..	5	76	..	149	10	1
	BIRNIE.				70																						
2296	Birnie	P.	2	..	144	82	17	22	32	1	71	2	..	1	274	82	36	9	46	..	98	..	..	3	91	14	9
	CROMDALE § 67.				633																						
928	Achanarrow	P.	3	..	70	34	1	11	15	..	27	1	..	..	99	41	15	3	..	..	40	..	..	..	45	10	9
3741	Advie	P.	3	..	90	60	13	14	18	4	49	2	..	..	200	60	26	46	19	..	59	..	..	..	72	12	0
605	Cromdale	P.	3	..	126	88	10	28	33	6	77	2	1	..	270	101	49	51	..	..	69	..	..	..	104	4	9
1580	*Dava*	P.	3	..	50	30	4	10	14	..	28	1	..	..	83	45	16	4	..	..	18	..	..	..	46	13	6
3462	Grantown	P.	6	..	424	330	54	106	130	..	290	5	3	1	654	206	121	46	..	..	280	..	..	..	304	17	11
3462 H.G	Grantown, H.G.	HGP	6	..	275	51	..	..	..	46	46	1	..	..	371	52	41	..	60	..	238	..	10	..	169	10	4
	DALLAS.				171																						
4139	Dallas	P.	3	..	135	103	16	30	30	7	83	2	1	..	310	97	50	11	21	..	125	..	2	4	102	15	6
1213	Kellas	P.	3	..	78	39	7	11	13	..	31	1	..	..	82	46	18	4	..	..	14	1	..	..	48	11	3
	DRAINIE.				953																						
3980	Drainie	P.	2	..	85	68	9	24	23	..	56	1	..	1	246	67	33	..	..	..	147	..	..	..	66	16	6
2595	Lossiemouth	P.	11	..	1098	912	170	255	296	33	754	12	1	6	1387	730	420	..	37	..	169	..	30	..	745	6	6
	DUFFUS § 67				892																						
3820	Burghead	P.	12	..	595	381	101	104	107	19	331	6	2	5	866	386	198	..	..	..	205	..	1	15	406	7	3
2835	Duffus	P.	1	..	232	144	25	34	53	15	127	2	1	2	427	169	74	..	33	..	128	..	24	..	177	10	11
4449	Hopeman	P.	12	..	573	363	109	90	99	25	323	5	2	4	791	358	175	..	..	..	215	..	28	15	402	16	1
147	Roseisle	P.	1	..	62	29	8	13	5	..	26	1	..	..	84	37	14	..	..	..	33	..	..	..	37	2	3

* New Schools—Grant to run as from 1st August, 1904.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division).	Above 10. (Supplementary Courses or Higher Grade Schools).	Total.	Number of Teachers. Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School. £	Income of School derived from. Annual Grant, 1902-1903. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools and General Aid Grant. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	Annual Grant paid at end of School Year 1903-1904. £ s. d.
	ELGIN—*contd.*																								
	DYKE.			205																					
150	Dyke	P.	1	..	229	142	19	34	56	8	117	2	1	2	308	136	73	..	29	..	71	..	..	..	145 7 6
2782	Kintessack	P.	1	..	57	49	12	14	3	..	34	1	..	..	84	41	22	..	..	..	21	..	..	..	44 5 0
	EDINKILLIE.			168																					
4232	Dunphail	P.	2	..	100	30	4	6	15	..	25	1	..	..	166	41	14	..	25	..	85	..	..	..	41 14 6
1628	*Half Davoch Combn.*	P.	2	..	50	15	2	4	6	..	12	1	..	..	64	29	6	..	..	..	30	..	..	..	28 4 6
4212	Conicavel	C.S.	2	..	58	58	9	17	21	..	47	1	..	..	118	45	25	6	..	27	..	..	..	..	58 4 0
511	Relugas	C.S.	3	..	61	20	6	8	3	..	17	p	..	..	49	31	11	5	..	10	..	..	..	..	31 14 0
4530	Logie	..	2	..	116	62	11	14	29	..	54	2	..	1	136	65	28	9	..	34	..	..	..	..	68 17 6
	ELGIN (Burgh) § 67.			1482																					
2872	Bishopmill	P.	10	..	363	232	59	71	83	..	213	5	..	..	627	255	135	..	..	..	156	..	1	80	236 12 3
3435	East End	P.	10	..	443	352	58	75	168	6	307	6	1	4	968	314	165	..	..	..	409	..	..	80	361 8 11
3436	Girls' (now closed)	P.	10	..	676	417	98	127	116	17	358	7	1	5	1100	480	237	..	..	..	286	..	15	80	448 7 9
1187	West End	P.	10	..	456	465	89	147	165	19	420	7	2	4	1273	497	251	..	..	..	445	..	..	80	501 12 10
4257	St. Sylvester's	R.C.	10	..	135	149	46	36	47	..	129	2	..	..	287	137	72	19	..	59	..	..	..	..	139 6 6
	ELGIN (Landward) § 67.			709																					
3025	Clackmarras	P.	4	..	114	85	18	27	24	..	69	1	1	..	181	74	40	9	..	..	58	..	..	..	74 17 0
3891	Mosstowie	P.	4	..	154	117	17	39	50	..	106	2	..	1	311	124	64	15	21	..	73	..	14	..	120 4 11
478	New Elgin	P.	4	..	213	254	68	82	82	..	232	4	2	..	452	211	125	29	..	..	82	..	5	..	259 0 2
155	Pluscarden	P.	4	..	120	84	12	20	36	..	68	1	1	..	240	73	39	9	..	..	108	..	11	..	76 15 0
	FORRES (Burgh) § 67.			966																					
3865	Forres (B)	P.	6	..	959	777	96	208	265	54	623	14	..	7	1912	767	376	..	248	..	320	..	106	95	1252 13 0½
3865 H.G	*Forres (B) H.G.	H.G. P.	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2693	St. John's	E.	11	..	167	163	24	45	65	..	134	3	..	2	294	165	90	22	..	40	..	..	..	1	152 3 3

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1903–1904.
							Under 7 (Infants.)	Above 7 and under 10 (Junior Division).	Above 10 (Senior Division).	Above 10 (Supplementary Courses or Higher Grade Schools).	Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902–1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
															£	£	£	£	£	£	£	£	£	£	£ s. d.
	FIFE.																								
	ABDIE.			115																					
84	Abdie	P.	3	..	152	50	10	16	14	3	43	1	1	..	184	40	22	45	..	..	77	..	..	..	46 7 9
	ABERDOUR.			394																					
2190	Aberdour	P.	4	..	195	164	29	56	54	7	146	3	..	..	411	158	85	20	..	..	148	..	..	..	169 7 6
2148	Donibristle Colliery	P.	12	..	212	151	26	48	56	5	135	3	..	..	461	159	87	..	..	..	216	..	..	..	158 11 0
	ANSTRUTHER, EASTER, § 67.			229																					
4244	Anstruther, Easter	P.	5	..	320	271	67	88	69	10	234	4	..	3	587	271	145	33	10	..	128	..	..	..	271 5 7
	ANSTRUTHER, WESTER.			93																					
4384	Anstruther, Wester	P	5	..	141	60	18	18	12	5	53	1	1	..	191	65	37	8	..	..	80	..	..	..	62 6 0
	AUCHTERDERRAN, § 67.			749																					
4175	Auchterderran	P.	2	..	403	698	127	229	222	17	595	18	..	2	1319	465	292	58	..	..	501	..	..	3	680 12 6
6273	Cardenden	P.	2	..	198	195	31	73	63	..	167	2	1	2	505	219	129	28	..	..	129	..	..	..	185 13 9
	AUCHTERMUCHTY			320																					
2181	Auchtermuchty	P.	3	..	267	264	33	71	100	15	219	4	1	2	554	263	134	31	..	..	126	..	..	..	274 17 6
948	Dunshalt	P.	3	..	83	32	12	12	2	..	26	p	..	..	48	28	19	4	..	..	..	..	..	..	28 16 6

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List of Schools aided from Parliamentary Grant—*Continued.*

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							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10 (Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grants, 1902-1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Sch'o's and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
															£	£	£	£	£	£	£	£	£	£	£ s. d.
	FIFE—*cont.*																								
	CERES.			275																					
4507	Ceres	P.	4	..	240	204	30	64	79	7	180	2	2	..	452	211	113	26	..	..	101	..	2	..	212 4 9
4153	Craigrothie	P.	4	..	50	45	12	14	11	..	37	1	..	..	87	35	19	4	9	..	20	..	..	..	38 18 3
	COLLESSIE.			432																					
4415	Collessie	P.	3	..	131	69	9	15	30	4	58	1	1	..	269	69	37	8	..	..	156	..	..	..	70 8 3
2334	Ladybank	P.	3	..	416	320	62	96	103	26	287	5	2	..	717	321	173	40	4	..	180	..	..	..	349 8 3
	CRAIL.			282																					
4782	Crail	P.	5	..	395	267	56	76	85	12	229	5	1	1	638	255	139	32	21	..	192	..	..	..	269 14 9
	CREICH.			66																					
4082	Creich	P.	4	..	104	60	11	19	26	..	56	1	1	..	241	73	41	9	4	..	114	..	..	..	61 4 0
	CULROSS.			212																					
2231	Geddes	P.	10	..	221	135	18	38	46	7	109	3	..	1	361	128	60	..	63	..	111	..	..	..	129 3 6
	CULTS.			106																					
3408	Cults	P.	4	..	150	133	25	33	51	..	109	2	..	2	296	126	68	16	..	..	86	..	..	..	118 10 9

	CUPAR (Burgh).				771																								
2218	Castlehill	P.	11	..	715	520	..	158	303	24	485	12	..	3	1490	537	273	..	..	..	674	..	..	6	637	5	6
2214	Kirkgate	P.	11	..	393	279	133	93	3	..	229	3	1	2	498	231	140	..	..	..	125	..	..	3	240	2	3
	CUPAR (Landward).				166																								
89	Brighton	P.	4	..	67	23	7	11	3	..	21	p	..	..	80	20	12	3	..	..	45	1	..	..	21	13	9
	DAIRSIE.				95																								
3545	Dairsie	P.	4	..	135	113	11	38	46	10	105	2	..	..	254	115	62	14	..	7	55	..	..	1	131	10	6
	DALGETY § 67.				239																								
4420	Hillend	P.	1	..	118	81	15	27	30	..	72	1	1	..	179	75	43	..	..	..	61	..	..	..	78	3	0
36	Mossgreen	P.	1	..	268	243	49	77	78	13	217	3	1	..	460	223	125	..	..	..	112	..	..	..	252	0	0
	DUNBOG.				82																								
3100	Dunbog	P.	4	..	120	62	14	15	19	5	53	1	1	..	219	58	32	47	..	..	81	2	..	..	67	9	9
	DUNFERMLINE (Burgh) § 67.				4138																								
849	Commercial	P.	9	..	913	927	134	355	328	..	817	14	2	2	1882	930	478	..	2	..	420	26	..	36	955	19	8
1631	¶High (Primary)	P.	10	..	192	194	30	73	56	7	166	3	1	1	437	170	92	..	..	..	..	200	..	..	185	11	3
3103	McLean	P.	10	..	662	574	112	185	211	13	521	9	2	2	1253	560	296	..	2	..	376	11	..	6	615	12	9
2928	*Milesmark*	P.	1	..	415	319	73	95	121	..	289	5	2	2	985	368	189	..	1	..	417	9	..	2	321	12	7
709	Pittencrieff	P.	10	..	939	662	109	222	241	22	594	11	1	3	1668	621	329	..	1	..	667	29	..	20	709	5	9
2224	Queen Anne	P.	10	..	697	610	86	196	272	..	554	10	3	4	1443	642	313	..	1	..	476	10	..	..	666	16	0
2421	St. Leonard	P.	9	..	972	500	94	168	182	..	444	8	1	1	1202	462	251	..	1	..	477	11	..	..	501	1	4
3897	St. Margaret's	R.C.	9	..	278	208	43	53	73	15	184	1	2	1	419	192	108	26	..	110	..	8	..	..	197	16	10
	DUNFERMLINE (Landward) 67.				2103																								
428	Charlestown	P.	12	..	212	123	25	37	53	1	116	2	..	1	348	131	73	..	..	..	144	..	..	..	131	5	3
4049	Crossford	P.	12	..	103	68	13	18	31	..	62	1	1	..	232	74	38	..	..	..	120	..	..	..	67	17	3
496	Crossgates	P.	12	..	443	348	81	110	125	8	324	6	2	..	812	365	204	..	..	..	248	..	..	..	371	10	9
1399	Dunduff	P.	12	..	78	76	16	20	30	..	66	1	..	..	218	79	39	..	..	..	100	..	..	..	82	8	0
248	Halbeath	P.	12	..	400	361	65	112	126	6	309	6	2	..	821	343	188	..	..	..	291	..	..	..	346	15	6
2531	Limekilns	P.	1	..	201	122	30	41	48	4	118	2	1	1	346	133	77	..	..	..	136	..	..	..	134	12	9
3942	Townhill	P.	1	..	460	458	84	154	140	15	393	8	1	..	1018	432	228	..	..	..	358	..	..	..	435	14	3
290	Wellwood	P.	1	..	200	153	33	53	46	6	138	3	..	1	361	143	80	..	..	..	138	..	..	..	159	19	0
	DUNINO.				73																								
3084	Dunino	P	6	..	91	78	13	26	22	4	65	2	..	..	204	71	39	9	..	..	62	..	..	24	77	6	0

List of Schools aided from Parliamentary Grant—*Continued.*

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							Under 7 (Infants.)	Above 7 and under 10 (Junior Division).	Above 10			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902–1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses of Higher Grade Schools).	Total.														
							£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	FIFE—*cont.*																								
	DYSART (Burgh) § 67.			3070																					
151	Dysart	P.	10	..	781	558	111	163	179	5	458	7	..	4	1122	503	276	..	50	..	286	..	..	6	520 14 10
2813	Gallatown	P.	11	..	438	445	88	155	124	4	371	6	2	3	1207	395	222	..	..	..	583	..	..	8	415 13 2
2529	Pathhead	P.	11	..	902	1012	191	296	291	63	841	15	2	5	1670	902	499	..	..	..	265	1	..	3	866 18 11
2168	Sinclairtown	P.	11	..	768	770	136	235	267	17	655	8	4	5	1395	687	395	..	..	..	305	1	..	6	769 0 4
	ELIE.			179																					
3121	Elie	P.	2	..	160	115	22	41	33	7	103	1	2	..	326	101	55	..	2	..	167	..	..	..	122 19 3
3111	Williamsburgh	P.	2	..	102	49	16	17	11	..	44	1	..	..	174	51	29	..	2	..	91	..	..	..	45 3 9
	FALKLAND.			359																					
2259	Falkland	P.	3	..	272	184	36	56	50	12	154	3	..	1	473	187	92	21	..	..	134	14	25	1	18 14 6
2716	Freuchie	P.	3	..	299	180	36	56	57	9	158	2	1	1	368	167	91	21	..	..	74	14	..	1	185 5 9
	FERRYPORT-ON-CRAIG § 67.			639																					
2369	Ferryport-on-Craig	P.	6	..	576	549	118	195	147	..	460	6	4	3	1195	587	311	71	..	..	225	..	..	..	512 13 11
2369 H.G	Ferryport-on-Craig, H.G.	H.G. / P.	6	..	100	99	..	..	6	77	83	3	..	..	467	118	23	5	..	..	156	..	165	..	245 18 4
	FLISK.			58																					
712	Flisk	P.	4	..	77	68	13	23	17	8	61	1	1	..	210	83	38	9	..	..	77	1	2	..	92 0 9

	FORGAN.			878																									
3136	Forgan	P.	5	..	130	110	21	29	43	6	99	2	1	..	310	103	57	53	1	..	91	..	2	2	118	9	0
3311	Newport	P.	5	..	515	280	40	74	86	46	246	6	3	..	1133	337	157	36	1	..	437	..	165	..	344	3	6
5299	Wormit	P.	5	..	281	174	31	49	54	17	151	5	..	..	593	206	101	23	..	..	263	..	..	..	189	16	9
	INVERKEITHING.			711																									
251	Inverkeithing	P.	12	..	587	495	99	131	188	12	430	4	6	1	1051	449	251	..	..	..	340	10	..	2	491	14	6
578	North Queensferry	P.	12	..	191	189	40	68	58	5	171	3	2	..	410	186	118	..	4	..	103	..	..	..	190	9	6
	KEMBACK.			75																									
254	Kemback	P.	4	..	188	58	9	15	26	..	50	1	1	..	190	53	29	47	..	..	62	..	..	..	55	2	0
	KENNOWAY § 67.			305																									
2370	Kennoway	P.	3	..	318	267	43	77	96	13	229	4	2	3	583	272	141	32	2	..	216	20	..	..	304	16	6
3173	Star	P.	3	..	110	69	12	16	29	1	58	1	1	..	197	77	37	9	..	..	71	4	..	..	74	18	9
	KETTLE.			294																									
2888	Kettle	P.	3	..	400	185	27	58	68	9	162	2	2	..	439	191	102	23	5	..	118	..	..	..	193	3	6
6401	Middlefield	P.	3	..	42	30	12	12	4	..	28	1	..	..	80	36	16	4	..	..	25	..	..	..	38	9	0
	KILCONQUHAR.			187																									
2625	Colinsburgh	P.	2	..	125	72	14	24	17	6	61	2	..	..	232	62	33	58	..	..	79	..	..	..	73	11	9
3212	Kilconquhar	P.	2	..	164	106	26	31	36	3	96	2	..	..	246	98	59	13	..	..	76	..	..	..	107	16	3
	KILMANY.			80																									
3658	Kilmany	P.	4	..	64	53	8	21	18	..	47	1	..	..	152	46	28	6	..	..	72	..	..	..	48	0	0
4339	Kilmany, Female	P.	4	..	63	27	6	9	8	..	23	1	..	..	82	30	17	4	..	..	31	..	..	..	23	4	0
	KILRENNY § 67			597																									
3416	Cellardyke	P.	5	..	775	576	150	154	169	26	499	7	4	1	1118	536	295	68	..	..	208	11	..	..	622	17	6
259	Upper Kilrenny	P.	5	..	147	100	21	24	30	6	81	2	1	..	379	84	47	51	..	..	196	..	..	1	97	4	0
	KINGHORN.			466																									
677	Kinghorn	P.	4	..	409	234	..	68	128	15	211	4	..	5	703	251	125	29	..	..	292	..	..	6	273	3	10
4673	Kinghorn, Infant	P.	4	..	245	147	75	48	..	..	118	2	..	3	263	119	75	17	..	..	52	..	..	..	130	16	2

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1903-1904.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902-1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).					£	£	£	£	£	£	£	£	£	£ s. d.
	FIFE—*cont.*																							
	KINGLASSIE.			298																				
261	Kinglassie	P.	6	..	248	181	37	56	51	6	150	2	2	2	504	151	81	39	..	..	232	..	..	2	180 3 5
	KINGSBARNS.			115																				
2330	Kingsbarns	P.	5	..	216	127	27	39	47	3	116	2	1	..	319	115	64	15	..	..	124	..	..	..	129 10 9
	KIRKCALDY (Burgh) § 67.			4213																				
4764	Abbotshall	P.	9	..	1076	737	145	220	242	9	616	14	..	1	1779	673	362	..	..	..	741	..	..	4	698 8 11
2790	Dunnikier	P.	10	..	1044	919	180	321	272	29	802	16	..	7	1950	921	463	..	..	..	536	..	..	30	1008 17 0
127	East	P.	10	..	819	923	158	248	324	34	764	14	4	3	1893	888	450	..	..	..	550	..	..	5	932 16 10
5649	¶High (Elemy. Dept).	P.	6	..	400	251	41	79	99	..	219	5	2	1	930	216	114	26	1	..	186	336	..	..	250 13 11
126	West	P.	10	..	930	979	166	309	331	35	841	15	..	2	1983	930	486	..	..	..	562	..	..	5	1015 12 1
	KIRKCALDY AND DYSART (Landward).			131																				
3959	Boreland	P.	4	..	151	128	24	40	47	..	111	1	2	..	295	94	51	42	..	..	107	..	..	2	121 10 0
2156	Chapel	P.	6	..	149	139	23	43	50	..	116	2	..	..	284	123	68	16	..	..	76	..	..	..	126 6 0
4826	Strathore	P.	3	..	97	105	19	34	33	..	86	1	1	1	241	82	46	11	..	..	85	..	..	16	92 16 9
	LARGO.			359																				
2152	Durham	P.	2	..	142	54	19	28	..	..	47	1	..	1	135	49	27	7	..	..	52	..	..	..	50 7 6
262	Kirkton of Largo	P.	2	..	150	110	8	25	48	10	91	1	1	1	254	120	60	14	8	..	53	..	..	..	118 1 6
2319	Lundin Mill	P.	3	..	178	141	23	39	53	2	117	2	1	1	289	115	64	15	8	..	87	..	..	..	131 6 3

	LARGOWARD.				172																								
454	Largoward	P.	6	..	194	113	20	32	39	6	97	2	..	1	261	106	55	13	..	..	36	..	..	..	116	4	3
3715	*New Gilston*	P.	6	..	90	62	13	18	15	2	48	1	1	..	173	69	34	48	..	..	22	..	..	..	63	17	3
	LESLIE § 67.				762																								
3918	Leslie	P.	11	..	943	824	165	243	265	37	710	13	..	4	1778	819	415	..	..	..	431	13	95	5	847	9	6
	LEUCHARS.				521																								
4191	Balmullo	P.	5	..	132	78	13	24	21	3	61	1	1	..	208	74	41	9	..	..	84	..	..	..	70	8	9
4649	Guardbridge	P.	5	..	230	207	43	57	70	12	182	3	1	..	458	199	110	25	..	..	123	..	..	..	219	4	8
3266	Leuchars	P.	5	..	282	206	50	67	56	9	182	3	1	..	519	190	106	24	..	..	198	..	..	..	212	5	4
	LOCHGELLY § 67.				1967																								
6462	*Glencraig	P.	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2539	Lochgelly	P.	1	..	1727	1522	349	481	458	64	1352	26	2	8	3226	1437	826	..	..	..	953	9	..	..	1601	4	0
4915	Lumphinnans	P.	1	..	726	516	109	178	174	7	468	8	2	1	1333	297	297	..	..	..	740	..	..	..	532	19	6
4766	Lochgelly	R.C.	1	..	309	142	29	47	43	..	119	2	1	..	226	105	61	15	..	..	..	4	..	1	111	8	3
	LOGIE.				46																								
456	Logie	P.	4	..	72	33	5	9	12	..	26	1	..	..	157	39	18	4	3	..	93	..	..	..	28	7	0
	MARKINCH § 67.				1339																								
585	Balcurvie	P.	3	..	292	274	49	93	80	20	242	4	3	..	692	267	138	32	..	..	233	23	..	..	295	17	0
886	Coaltown	P.	3	..	269	212	43	60	62	12	177	3	3	..	540	195	109	25	..	..	189	21	..	..	217	1	3
4108	Kirkforthar Feus	P.	3	..	77	38	11	16	6	..	23	1	..	..	101	35	20	5	..	..	39	3	..	..	34	4	6
362	Markinch	P.	3	..	444	346	60	99	113	34	306	7	2	..	1063	361	177	41	..	..	365	24	95	..	397	18	3
116	Milton	P.	3	..	131	114	28	30	32	..	90	2	..	1	272	86	50	11	..	..	117	8	..	..	97	9	0
1406	Preston	P.	3	..	163	117	29	32	32	9	102	2	1	1	344	115	62	14	..	..	142	10	..	..	123	6	6
4118	Thornton	P.	3	..	275	275	65	69	74	8	216	4	3	4	660	249	134	31	..	..	227	20	..	..	255	10	6
	MONIMAIL.				134																								
4170	Easter Fernie	P.	4	..	54	12	2	5	3	..	10	1	..	..	58	12	7	2	..	..	38	..	..	..	10	14	9
2502	Letham	P.	4	..	103	82	16	22	27	8	73	1	1	..	309	76	42	10	6	..	176	..	..	..	90	2	3
	MOONZIE.				29																								
504	Moonzie	P.	4	..	53	48	8	16	16	..	40	1	..	..	113	53	22	5	..	..	..	..	..	35	55	16	0
	NEWBURGH § 67.				347																								
4423	Newburgh	P.	3	..	464	384	73	145	73	41	332	4	2	4	833	395	196	45	..	..	47	..	95	54	429	18	9

* New School—Grant to run as from 1st February, 1904.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1903–1904.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902–1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).					£	£	£	£	£	£	£	£	£	£ s. d.
	FIFE—*contd.*																								
	NEWBURN.			49																					
781	Newburn	P.	2	..	90	35	10	10	11	3	34	1	..	..	139	36	20	..	..	..	83	..	..	..	40 6 3
	PITTENWEEM.			400																					
28	East	P.	5	..	321	225	..	59	107	26	192	3	1	1	506	256	122	28	35	..	65	..	..	..	262 2 9
3334	South, Infants	P.	5	..	220	174	110	47	..	..	157	2	..	3	270	139	93	21	..	..	17	..	..	..	141 9 9
	ST. ANDREW'S (Burgh).			1248																					
4681	Burgh	P.	6	..	688	525	..	105	340	33	478	10	..	..	1531	588	292	67	11	..	472	..	..	101	629 5 1
2221	East End, Infant	P.	6	..	280	187	96	82	..	..	178	3	1	..	367	203	118	27	..	..	16	..	..	3	178 9 4
4426	Infant	P.	6	..	369	309	122	156	..	..	278	5	..	..	509	278	171	39	24	..	..	..	..	..	277 9 1
	ST. ANDREW'S (Landward).			328																					
531	Boarhills	P.	6	..	117	60	13	17	19	3	52	1	1	..	176	49	27	46	..	..	53	..	..	1	61 5 3
4474	Strathkinness	P.	6	..	238	153	39	45	51	4	139	2	1	..	400	146	82	49	..	..	124	..	..	1	155 6 3
	ST. MONANCE § 67.			381																					
3574	St. Monance	P.	2	..	500	425	100	108	142	..	350	4	2	2	802	373	210	..	..	..	216	..	..	3	380 17 10
	SALINE			201																					
693	Saline	P.	12	..	200	235	46	70	79	5	200	3	..	1	482	192	124	..	15	..	151	..	.	..	205 16 0

	SCOONIE § 67.			1290																							
3267	Leven	P.	6	..	1172	1245	239	369	444	50	1102	15	4	6	2623	1283	650	149	..	..	444	..	95	2	1747	10	8†
3267 H.G.	* Leven, H.G.	H.G. P.	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
80	Smithygreen	P.	6	..	65	71	10	19	28	..	57	1	1	..	172	67	32	47	..	..	26	..	..	..	70	0	2
	SPRINGFIELD.			154																							
3995	Springfield	P.	4	..	282	150	27	49	50	2	128	3	1	..	357	145	80	48	..	..	83	..	..	..	141	7	0
	STRATHMIGLO			276																							
895	Gateside	P.	4	..	107	107	17	35	37	9	98	1	2	..	260	101	55	43	..	..	52	7	2	..	120	13	5
340	Strathmiglo	P.	4	..	354	203	31	60	71	14	176	3	1	2	593	215	116	27	..	..	144	7	80	3	216	4	3
	TORRYBURN § 67.			266																							
2672	Torryburn	P.	1	..	240	200	35	67	73	7	182	2	2	1	406	139	106	..	..	..	111	..	..	..	212	1	9
	TULLIALLAN § 67.			369																							
46	Tulliallan and Kincardine	P.	2	..	528	371	70	113	119	28	330	6	..	5	996	400	192	45	..	..	162	35	95	67	419	10	1
	WEMYSS § 67.			3321																							
2327	Buckhaven	P.	6	..	1208	1086	198	310	318	40	966	13	3	7	2102	1012	496	117	..	..	383	..	95	..	1055	5	5
2327 H.G.	* Buckhaven, H.G.	H.G. P.	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
4176	Coaltown	P.	2	..	391	245	63	65	73	4	205	4	1	..	568	220	127	28	..	..	193	..	..	..	231	8	9
1119	Kirkland Crossroads	P.	2	..	538	497	101	145	157	16	419	8	2	..	1043	465	241	58	..	..	279	..	..	..	485	16	3
4905	Methil	P.	2	..	833	808	195	231	226	11	663	9	3	5	1430	686	409	85	..	..	249	..	..	..	754	6	10
2646	Wemyss	P.	2	..	629	539	136	175	125	8	444	6	3	4	1076	452	252	56	..	..	316	..	..	..	502	3	1
1013	West Wemyss, Dorothy	P.	2	..	450	229	67	65	62	7	201	4	1	1	734	211	113	26	..	..	384	..	..	..	230	9	0
	TOTAL			43498	51496	41679	8316	13090	13772	1523	36701	644	170	186	97557	40470	21853	2874	368	301	29348	967	1108	483	43743	0	11
	FORFAR.																										
	ABERLEMNO.			170																							
203	Aberlemno	P.	2	..	152	65	8	17	28	..	53	2	..	..	247	90	32	68	..	..	93	..	..	..	58	14	6
3485	Pitkennedy	P.	3	..	67	45	6	9	22	..	37	1	..	..	122	45	23	6	..	..	48	..	..	..	41	4	0
	AIRLIE.			152																							
3526	Airlie	P.	3	..	96	81	15	22	30	..	67	2	..	..	209	82	46	10	..	..	71	..	..	..	72	15	6
	ARBIRLOT.			174																							
410	Arbirlot	P.	6	..	149	106	22	32	30	8	92	2	1	..	304	98	52	52	9	..	96	..	2	..	110	15	0

* New School—Grant to run as from 1st August, 1904. † Grant for 16 months.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1903–1904.
							Under 7 (Infants.)	Above 7 and under 10 (Junior Division).	Above 10		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902–1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).															
															£	£	£	£	£	£	£	£	£	£	£ s. d.
	FORFAR—*contd.*																								
	ARBROATH (Burgh) § 67.			4170																					
3379	Abbey	P.	12	..	590	636	128	207	237	..	572	9	1	7	1243	634	325	..	..	..	283	..	..	..	653 19 5
5652	¶High (Elem. Dept.)	P.	12	..	235	105	19	50	22	..	91	3	..	..	366	119	59	..	..	..	52	136	..	..	96 19 6
3832	Inverbrothock	P.	12	..	875	690	120	215	290	..	625	10	3	6	1463	698	347	..	..	..	415	2	..	..	733 2 5
2881	Keptie	P.	10	..	810	781	120	236	290	47	693	13	2	6	1771	802	402	..	..	..	563	4	..	..	880 3 4
2633	Ladyloan	P.	12	..	520	361	65	118	136	..	319	7	..	5	891	369	182	..	..	..	335	5	..	..	365 17 0
1384	Parkhouse	P.	10	..	605	535	90	176	181	..	447	8	2	2	1079	496	274	..	..	..	305	4	..	..	498 9 3
3455	The Hill	P.	10	..	347	281	59	85	102	..	246	6	3	2	676	281	151	..	..	..	242	3	..	..	269 7 6
1719	St. Thomas	R.C.	11	..	171	80	24	23	22	..	69	1	..	..	137	73	41	11	..	37	..	4	..	..	73 12 6
	ARBROATH (LD.) and ST. VIGEAN'S.			478																					
2730	Colliston	P.	2	..	170	114	25	31	40	..	96	2	1	..	282	101	55	53	..	..	73	..	1	..	103 6 6
2639	St. Vigean's	P.	3	..	188	116	22	38	38	6	104	2	1	..	300	109	57	52	..	..	80	..	..	1	121 14 6
	AUCHTERHOUSE.			117																					
375	Auchterhouse	P.	6	..	168	85	14	28	34	..	76	2	..	..	263	79	44	10	..	..	129	..	..	..	83 8 6
	BARRY § 67.			350																					
2553	Barry	P.	3	..	256	180	32	45	67	3	147	3	..	2	411	168	91	21	..	..	117	..	..	15	169 13 1
850	Carnoustie	P.	3	..	680	645	111	195	218	3	527	9	1	5	1252	568	302	69	..	..	262	..	..	50	596 13 9
	BRECHIN (Burgh) § 67.			1578																					
3404	Bank Street	P.	1	..	478	372	72	108	134	10	324	7	1	4	1026	360	195	..	..	..	470	..	..	..	390 17 4
139	Damacre Road	P.	1	..	580	563	105	170	185	15	475	9	..	4	1249	487	245	..	..	..	517	..	..	..	569 0 3

138	¶High (Lower Dept.)	P.	4	..	120	58	5	33	14	..	52	2	..	..	221	52	28	56	..	..	21	64	..	..	57	18	0
2175	The Tenements	P.	1	..	550	570	142	152	183	12	489	8	2	3	1217	523	264	..	..	..	430	..	..	..	546	4	10
	BRECHIN (Landward).			315																									
2150	Aldar	P.	3	..	73	59	10	19	22	..	51	1	1	..	228	62	29	47	..	..	90	..	..	..	65	11	0
1562	Arrat	P.	3	..	58	48	14	13	18	..	45	1	..	..	92	43	25	6	..	..	19	..	..	..	47	19	0
1153	Little Brechin	P.	3	..	100	71	7	22	32	3	64	2	1	..	219	75	40	49	..	..	55	..	..	..	75	9	0
	BROUGHTY FERRY (Town) § 67.			1881																									
2662	Eastern	P.	12	..	600	502	102	152	169	..	423	7	2	1	1048	490	257	..	..	..	296	..		..	475	7	6
4682	¶Grove Academy	P.	6	..	445	344	49	95	158	..	297	8	1	1	869	89	188	43	..	..	1	548	..	..	319	4	0
4682 H.G	¶Grove Academy, H.G.	H.G. P.	6 6	..	445 166	344 185	49 ..	95 ..	158 ..	.. 168	297 168	8 4	1 ..	1 ..	869 1030	89 81	188 72	43 17	.. ..	.. ..	1 470	548 161	.. 230	.. ..	319 478	4 10	0 10
4033	Southern	P.	12	..	676	446	96	147	137	..	380	5	4	..	1062	423	218	..	..	..	422	..	..	..	429	17	7
2176	Western	P.	12	..	343	359	61	110	135	..	306	6	1	1	755	325	165	..	..	..	265	..	..	..	342	13	0
	CARESTON.			50																									
4032	Careston	P.	2	..	95	75	12	28	24	..	64	2	..	..	182	75	42	8	..	..	57	..	..	..	79	8	0
	CARMYLLIE.			253																									
231	East	P.	6	..	152	149	26	55	44	6	131	3	..	..	345	146	81	19	..	..	99	..	..	..	150	6	6
3010	West	P.	6	..	195	104	20	34	41	..	95	2	..	..	260	106	57	13	..	..	83	..	1	..	106	11	0
	CORTACHY AND CLOVA.			117																									
4313	Cortachy	P.	4	..	149	53	9	11	21	3	44	2	..	..	176	51	28	56	..	..	41	..	..	..	53	8	9
3091	Clova	P.	4	..	60	16	2	6	6	..	14	1	..	..	100	29	8	2	..	..	61	..	..	..	30	7	6
305	Glenprosen	P.	4	..	50	34	5	10	11	4	30	1	..	..	134	48	19	4	..	..	63	..	..	..	48	1	8
2538	Wateresk	P.	4	..	39	14	2	1	8	1	12	1	..	..	99	30	8	2	..	..	60	..	..	..	29	17	6
	CRAIG § 67.			442																									
3042	Craig	P.	2	..	166	117	23	30	50	..	103	2	..	..	271	97	61	..	..	..	112	..	..	..	105	14	0
1137	Ferryden, Senior	P.	2	..	254	176	..	44	87	..	131	3	..	..	401	149	76	..	..	..	176	..	..	..	151	14	0
3555	Ferryden, Infant	P.	2	..	258	188	98	28	..	..	126	2	2	..	279	131	78	..	..	..	70	..	..	..	124	5	0
4215	Westerton	P.	3	..	42	33	6	12	9	..	27	1	..	..	74	47	18	4	..	..	4	..	..	..	41	7	5
	DUN.			118																									
2280	Dun	P.	2	..	171	112	21	33	43	..	97	2	..	..	256	90	48	11	..	..	106	..	..	..	105	8	9

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1903–1904.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902–1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.														
															£	£	£	£	£	£	£	£	£	£	£ s. d.
	FORFAR—*contd*																								
	DUNDEE (Burgh) § 67.			29697																					
2622	Ancrum Road	P.	10	..	777	818	200	259	239	11	709	15	2	1	2018	759	280	..	..	..	936	44	..	..	808 5 7
2491	Ann Street	P.	1	..	1230	1325	242	470	409	36	1157	23	2	2	3297	1280	702	..	..	..	1267	47	..	1	1368 11 6
2442	Balfour Street	P.	12	..	903	802	171	284	253	19	727	20	1	3	2296	835	454	..	..	..	998	8	..	2	843 9 1
4676	Blackness	P.	2	..	1242	1398	226	458	451	33	1218	24	1	5	3360	1445	738	168	..	..	997	13	..	..	1536 6 5
2219	Brown Street	P.	2	..	650	580	85	143	197	..	425	11	1	1	1390	540	285	64	..	..	465	32	..	4	484 19 4
3405	Butterburn	P.	11	..	1089	977	212	324	278	13	827	18	1	..	2334	868	521	..	..	..	936	8	..	..	932 7 1
4855	Clepington	P.	9	..	1347	1261	266	413	378	7	1064	20	3	..	2637	1116	626	..	..	..	893	1	..	..	1177 2 4
4677	Cowgate	P.	12	..	915	727	144	254	255	..	653	14	1	1	2069	669	383	..	..	..	945	71	..	..	721 9 9
4788	Deaf and Dumb	P.	9	..	..	..	2	8	16	..	26	..	..	..	..	..	..	..	..	..	..	..	..	..	156 3 9
2459	Dudhope	P.	1	..	858	807	144	275	262	33	714	16	1	2	2252	804	440	..	..	..	982	26	..	..	871 12 3
3467	Glebelands	P.	1	..	1339	1338	187	495	452	56	1190	25	1	2	3441	1372	723	..	..	..	1336	10	..	..	1457 0 1
629	¶Harris Academy	P.	6	..	449	406	56	145	190	..	391	12	..	4	1907	186	841	78	..	..	653	650	..	..	428 8 8
629 H.G	¶Harris Academy, H.G.	HGP	6	..	637	532	..	..	11	472	483	15	..	..	4715	257	194	45	..	..	3035	725	460	..	1249 15 0
2238	Hawkhill	P.	2	..	1855	1500	308	495	455	46	1304	31	1	2	4003	1454	800	178	..	..	1538	31	..	..	1529 10 5
1083	Hill Street	P.	11	..	984	1017	193	363	348	13	917	19	2	2	2583	1034	557	..	..	..	965	27	..	1	1066 17 2
3274	Lochee Liff Road	P.	11	..	969	943	185	281	289	69	824	19	..	..	2544	971	477	..	..	..	916	32	147	..	1059 14 6
1920	Lochee, South Road	P.	11	..	394	452	57	99	155	..	311	10	..	..	1088	369	200	..	..	..	500	19	..	..	359 8 9
2208	Mitchell Street	P.	12	..	1240	785	194	242	224	11	671	14	2	1	2090	715	355	..	..	..	1010	9	..	1	778 0 10
4678	¶Morgan Academy	P.	6	..	561	515	100	192	145	..	437	12	..	2	2088	157	304	69	..	..	802	756	..	..	453 0 1
4678 H.G	¶Morgan Academy, H.G.	HGP	6	..	555	307	..	..	..	283	283	10	2	..	3349	178	123	28	..	..	2404	329	281	6	1066 19 4
2029	Rosebank	P.	2	..	1380	1258	236	450	388	20	1094	23	1	3	2865	1286	698	156	..	..	695	30	..	..	1268 18 2
2626	St. Andrew's	P.	9	..	352	384	..	..	176	..	176	6	1	..	1036	284	130	..	..	..	587	35	..	..	258 4 10
21	Tay Street	P.	1	..	771	662	101	231	235	13	580	14	..	2	2133	672	346	..	..	..	1099	16	..	..	891 13 6
2368	Victoria Road	P.	2	..	853	932	175	303	294	28	800	20	..	3	2831	895	506	107	..	..	1318	5	..	..	956 14 4
3427	Wallace Town	P.	1	..	1069	1049	188	366	353	18	925	20	1	1	2633	1040	564	..	..	..	998	29	..	1	1085 0 4
2174	Lochee	E.	9	..	200	122	17	37	37	2	93	2	..	..	237	110	59	15	..	29	..	5	..	..	102 4 9
3629	St. Martin's	E.	10	..	271	234	89	92	53	..	234	3	2	..	505	203	121	30	..	74	..	20	..	..	241 18 9
2796	St. Paul's	E.	10	..	432	462	97	155	144	..	396	4	4	2	804	397	242	59	..	128	..	..	..	..	427 0 0
2111	St. Salvador's	E.	10	..	858	916	176	278	295	4	753	8	8	2	1408	779	450	108	..	56	..	70	..	4	778 3 7
3571	Lochee, St. Mary's	R.C.	11	..	803	693	224	107	194	1	526	4	5	5	1221	505	309	75	8	297	..	18	..	9	546 5 3
4327	St. Andrew's Boys	R.C.	10	..	476	296	..	101	126	..	227	2	4	..	639	246	135	33	..	216	..	..	..	..	258 4 0

4743	St. Andrew's, Girls-	R.C.	10	..	584	541	216	89	142	..	447	3	5	5	952	477	276	65	..	122	..	11	..	..	477	7	9
4035	St. Joseph's	R.C.	10	..	1169	978	241	326	288	..	855	11	3	6	1951	931	508	125	14	455	..	30	..	5	942	19	1
2136	St Mary's	R.C.	10	..	1652	1352	335	420	376	..	1131	14	9	5	2381	1131	697	161	18	430	..	64	..	..	1207	3	6
4760	St. Patrick's	R.C.	9	..	544	580	131	133	145	..	459	4	4	4	968	483	268	65	..	127	..	25	7	..	501	19	9
588	Dens Works	..	9	..	372	260	..	..	142	..	142	3	1	..	806	229	110	29	..	437	..	..	..	..	185	5	0
5629	Dudhope Bank Deaf and Dumb Institution	..	9	..	..	..	..	9	8	..	17	..	..	..	..	..	..	..	..	..	..	..	..	.	93	3	9
4746	Institution for the Blind	..	9	..	..	..	2	4	14	..	20	..	..	...	..	..	..	..	..	..	..	..	..	..	114	12	6
1938	Seafield's Works, Half Time	..	9	..	181	112	..	..	54	..	54	1	1	..	215	78	57	10	..	69	..	..	..	..	72	19	0
4288	Ward Mills	..	6	..	314	266	..	..	120	..	120	3	2	..	464	156	82	69	..	156	..	..	..	..	172	7	6
	DUNDEE (Landward).			175																										
4164	Drumgeith	P.	4	..	202	236	35	80	76	8	199	3	1	..	504	233	122	28	..	..	121	..	..	..	227	16	8
	DUNNICHEN § 67.			214																										
3108	Craichie	P.	5	..	100	69	11	28	22	1	62	1	1	..	198	87	41	9	..	..	54	7	..	..	77	6	3
2745	Letham	P.	5	..	243	159	28	57	54	..	139	2	1	2	425	170	92	21	..	..	133	9	..	..	159	9	6
	EASSIE AND NEVAY.			99																										
505	Eassie and Nevay	P.	6	..	127	92	13	28	34	..	75	2	..	..	244	93	55	12	..	..	85	..	..	..	82	3	6
	EDZELL.			145																										
154	Edzell	P.	2	..	220	106	19	43	58	12	137	2	1	..	340	142	78	..	..	..	120	..	..	..	151	16	6
187	Waterside	P.	4	..	60	9	1	3	4	..	8	1	..	..	110	25	6	1	..	..	78	..	..	..	23	6	0
	FARNELL.			111																										
4203	Farnell	P.	2	..	130	125	17	38	49	..	104	2	..	..	251	115	58	..	..	..	78	..	..	..	125	19	0
	FERN.			70																										
3126	Fern	P.	3	..	78	54	7	14	21	1	43	2	..	..	182	59	23	55	..	..	44	..	..	..	64	17	3
	FORFAR (Burgh) § 67.			2234																										
4502	¶Academy	P.	3	..	260	148	25	27	33	..	135	4	..	1	455	143	73	47	..	..	6	186	..	1	154	14	3
4504	East	P.	3	..	423	416	124	146	122	..	392	5	2	5	726	408	239	55	..	..	12	10	..	2	364	12	6
3789	North	P.	3	..	400	352	91	140	95	..	326	5	1	5	729	374	201	46	..	..	99	4	..	4	374	14	9
3569	*South*	P.	3	..	341	308	84	113	85	..	282	4	2	3	575	292	155	35	..	..	90	3	..	..	307	7	3
1738	Wellbraehead	P.	3	..	350	299	70	111	93	..	274	6	..	5	623	319	169	39	..	..	87	8	..	..	311	5	3
2451	West	P.	3	..	607	591	103	147	240	55	545	10	1	6	1237	615	323	74	..	..	214	11	..	1	692	3	2

List of Schools aided from Parliamentary Grant—*Continued.*

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							Under 7 (Infants.)	Above 7 and under 10 (Junior Division).	Above 10		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902–1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).															
															£	£	£	£	£	£	£	£	£	£	£ s. d.
	FORFAR—*contd.*																								
	FORFAR (Landward).			300																					
113	Kingsmuir	P.	5	..	135	96	12	33	39	4	88	1	1	1	245	107	56	13	..	..	66	..	3	..	103 11 3
4471	*Lunanhead*	P.	5	..	147	76	6	25	36	..	67	2	..	1	221	88	48	11	6	..	65	..	3	..	77 10 6
	FOWLIS EASTER.			69																					
703	Fowlis Easter	P.	6	..	99	60	10	20	19	..	49	2	..	..	191	59	32	57	..	..	43	..	..	..	60 12 3
	FRIOCKHEIM § 67.			301																					
390	Friockheim	P	6	..	320	202	53	70	52	9	184	2	3	..	445	210	116	26	..	..	93	..	..	..	208 10 0
	GLAMIS.			285																					
365	Glamis	P.	5	..	200	161	27	56	52	..	135	2	1	..	327	147	82	19	..	..	78	..	1	..	146 5 0
4520	Glen Ogilvy, The Milton	P.	5	..	68	40	7	7	19	..	33	1	..	..	129	42	22	5	..	..	59	..	..	..	36 7 9
	GLENISLA.			133																					
3554	Folda	P.	4	..	81	30	6	6	17	..	29	1	..	..	163	51	20	..	..	..	91	..	..	..	54 16 9
3174	Glenisla	P.	4	..	73	37	8	12	5	8	33	1	..	..	124	44	16	..	..	..	64	..	..	..	50 10 9
4145	Kilry	P.	4	..	81	61	16	21	11	..	48	1	1	..	229	64	28	..	..	..	137	..	..	..	65 0 9
	GUTHRIE.			59																					
4090	Guthrie	P.	3	..	100	73	15	19	28	4	66	2	..	..	206	90	43	10	..	..	63	..	..	..	84 10 0

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List of Schools aided from Parliamentary Grant—*Continued.*

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							Under 7 (Infants.)	Above 7 and under 10 (Junior Division).	Above 10			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902-1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.														
							£	£	£	£	£				£	£	£	£	£	£	£	£	£	£	£ s. d.
	FORFAR—*contd.*																								
	LINTRATHEN.			130																					
3835	Backwater	P.	4	..	30	16	4	6	3	..	13	1	..	..	79	28	8	2	..	..	41	..	..	..	27 18 0
2998	Braes of Coull	P.	4	..	63	30	3	9	16	..	28	1	..	..	141	46	17	4	..	..	74	..	..	..	46 7 6
3909	Lintrathen	P.	4	..	101	80	17	25	7	22	71	2	..	..	288	82	39	9	..	..	159	..	..	..	88 7 9
	LOCHLEE.			59																					
2545	Lochlee	P.	4	..	91	45	6	9	19	..	34	1	..	..	162	56	26	..	..	..	80	..	..	..	59 17 0
	LOGIE-PERT.			208																					
3417	Craigo	P.	2	..	138	116	19	33	42	..	94	2	..	1	282	104	55	13	..	..	107	2	..	..	104 19 0
3280	Logie-Pert	P.	2	..	112	70	14	18	23	3	58	1	1	..	195	56	30	57	..	..	52	..	..	..	62 16 6
	LUNAN			62																					
3915	Lunan	P.	2	..	78	54	10	21	17	2	50	2	..	..	180	54	30	57	2	..	37	..	..	..	56 15 3
	LUNDIE.			49																					
778	Lundie	P.	6	..	108	59	14	19	15	..	48	1	..	..	169	57	26	6	..	..	69	..	1	..	60 9 3
	MAINS AND STRATHMARTINE.			873																					
3772	Downfield	P.	6	..	227	256	54	93	81	..	228	3	2	..	527	240	131	30	..	..	119	..	7	..	247 9 3
4477	Mains	P.	6	..	222	111	18	36	41	..	95	2	..	1	278	110	59	14	..	..	93	..	2	..	107 11 9
3660	Strathmartine	P.	6	..	150	120	23	37	35	..	100	2	1	..	253	114	64	15	..	..	59	..	1	..	105 13 3

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							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902-1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher-Grade Schools).															
							£	£	£	£	£				£	£	£	£	£	£	£	£	£	£	£ s. d.
	FORFAR—*contd.*																								
	PANBRIDE.			357																					
132	Muirdrum	P.	3	..	50	38	13	16	4	..	33	1	..	..	81	42	16	4	..	..	20	..	..	..	48 13 0
4064	Panbride	P.	3	..	309	248	29	72	86	18	205	4	..	3	552	254	131	30	..	..	98	..	39	..	259 6 9
	RESCOBIE.			110																					
3529	Rescobie	P.	3	..	61	26	5	6	11	..	22	1	..	..	197	33	13	3	..	..	149	..	..	..	34 0 3
	RUTHVEN.			20																					
182	Ruthven	P.	3	..	64	43	9	14	17	..	40	1	..	..	161	58	24	6	..	8	66	..	..	..	58 6 9
	STRACATHRO.			91																					
2151	Stracathro	P.	2	..	145	92	13	27	40	..	80	1	..	..	210	91	52	11	..	..	55	..	..	..	84 4 6
	TANNADICE.			242																					
3539	Burnside of Inshewan	P.	3	..	67	57	10	17	20	..	47	1	..	..	163	50	23	5	..	..	80	6	..	..	59 0 0
3952	Denside	P.	2	..	75	51	8	14	20	3	45	1	1	..	219	62	25	..	..	..	126	6	..	..	68 10 0
2536	Tannadice	P.	2	..	132	87	12	22	34	4	72	2	..	..	315	86	48	..	..	..	172	9	..	1	84 16 6
	TEALING.			133																					
378	Tealing	P.	6	..	138	116	17	35	43	..	95	2	..	..	271	108	60	14	..	..	88	..	1	..	105 1 3
	TOTAL			53495	57330	48556	9251	14795	15761	1814	41621	828	143	174	123872	45254	24878	3687	243	2696	41300	4534	1363	252	50,237 17 9

HADDINGTON.

	ABERLADY.			169																									
2163	Aberlady	P.	4	..	206	150	35	51	47	..	133	2	.	..	295	149	83	19	..	..	43	..	1	..	142	2	9
	ATHELSTANEFORD.			92																									
938	Athelstaneford	P.	3	..	164	123	13	40	48	..	101	2	1	..	301	131	71	16	..	..	81	..	..	1	112	16	0
	BOLTON.			46																									
211	Bolton	P.	3	..	68	32	8	7	12	..	27	1	1	..	167	44	19	44	..	..	60	..	..	..	41	3	3
	DIRLETON.			357																									
235	Dirleton	P.	4	..	142	100	20	34	33	2	89	2	1	..	315	102	55	53	..	..	104	..	1	..	100	18	3
164	Gullane	P.	4	..	145	136	23	37	45	..	105	2	1	..	416	118	65	15	..	..	218	..	..	..	114	9	9
2787	Kingston	P.	4	..	138	79	13	22	25	..	60	2	..	..	279	74	40	9	..	..	155	..	..	..	65	0	9
	DUNBAR (Burgh).			709																									
2430	Dunbar (Burgh)	P.	6	..	688	547	120	144	200	..	464	7	4	4	1152	172	309	71	..	..	596	..	..	3	500	13	5†
2430 H.G	Dunbar (Burgh), H.G.	HGP	6		90	48	..	..	..	40	40	2	..	..	313	..	..	..	80	..	153	..	80	..	124	10	11†
	DUNBAR (Landward).			287																									
3367	Eastbarns	P.	2	..	106	86	9	31	32	..	72	2	..	..	216	91	51	12	..	..	62	..	..	..	79	8	6
240	Westbarns	P.	2	..	239	216	42	71	81	..	194	2	2	..	439	207	117	27	..	..	89	..	..	..	220	7	3
	GARVALD.			105																									
3719	Garvald	P.	3	..	125	82	16	26	23	..	65	2	..	..	212	75	42	10	..	..	84	..	1	..	69	13	3
	GLADSMUIR.			336																									
2266	Longniddry	P.	4	..	144	124	23	35	45	..	103	2	..	..	289	104	57	13	..	..	115	..	..	..	111	15	3
3441	Macmerry	P.	4	..	140	124	26	43	31	..	100	2	1	..	345	110	62	14	..	..	159	..	..	..	108	0	3
3791	Samuelston	P.	4	..	61	42	13	12	9	..	34	2	..	..	190	47	21	55	..	..	64	..	..	3	45	5	9
	HADDINGTON (Burgh).			861																									
923	Primary	P.	3	..	704	627	107	192	198	24	521	9	..	4	1399	601	310	71	..	..	373	..	..	43	649	14	4
4107	Roman Catholic	R.C.	3	..	166	134	23	37	55	..	115	1	..	2	264	127	68	33	..	25	..	8	..	..	130	5	9

† For 11 months.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1903–1904.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 70).	Pupil Teachers.		Annual Grant, 1902–1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).					£	£	£	£	£	£	£	£	£	£ s. d.
	HADDINGTON—*contd.*																								
	HUMBIE.			120																				
594	Humbie	P.	3	..	101	49	6	13	18	..	37	1	..	..	142	40	23	..	..	..	78	..	–	..	38 4 0
	INNERWICK.			153																					
1056	Innerwick	P.	2	..	126	111	18	29	46	..	93	2	..	..	279	111	56	..	..	..	112	..	–	..	104 6 6
	MORHAM.			40																					
3882	Morham	P.	3	..	60	45	10	14	12	..	36	1	1	..	164	55	23	45	..	..	35	2	3	..	54 4 0
	NORTH BERWICK.			569																					
4076	Halfland Barns	P.	9	..	68	35	10	8	14	..	32	1	..	..	125	31	18	..	..	..	41	..	..	35	34 4 6
5222	¶High (Elemy. Dept.)	P.	9	..	126	78	..	17	55	..	72	5	..	..	223	90	38	..	..	..	23	72	..	..	98 17 11
2776	North Berwick	P.	9	..	516	411	93	151	131	..	375	6	1	6	982	421	213	..	..	..	338	..	1	9	453 0 1
	OLDHAMSTOCKS.			96																					
597	Oldhamstocks	P.	2	..	120	64	12	16	30	..	58	2	..	..	236	77	38	9	..	..	84	..	–	28	73 12 6
	ORMISTON.			268																					
3873	*Crossroads*	P.	3	..	153	82	10	35	23	..	68	1	1	..	239	70	39	9	..	..	121	..	..	..	73 18 9
4071	Ormiston	P.	4	..	227	191	35	58	57	7	157	2	1	..	391	169	93	21	..	..	108	..	..	..	179 0 9

	PENCAITLAND.				194																						
2004	Pencaitland	P.	2	..	193	113	19	42	32	4	97	2	1	..	288	92	52	52	15	..	77	..	..	..	112	16	3
	PRESTONKIRK.				264																						
2750	East Linton	P.	4	..	404	236	43	58	92	..	198	2	5	..	818	214	115	26	5	..	445	..	11	2	222	10	6
	PRESTONPANS § 67.				799																						
4577	Prestonpans	P.	1	..	631	722	127	184	253	29	593	8	1	8	1376	756	409	..	138	..	53	..	20	..	694	12	10
	SALTON.				64																						
2544	Salton	P.	2	..	139	97	17	27	30	6	80	1	2	..	290	101	48	41	16	..	35	..	..	..	109	3	3
	SPOTT.				66																						
3681	Spott	P.	3	..	120	52	5	20	21	..	46	2	..	..	228	73	34	58	1	..	62	..	..	..	60	18	9
	STENTON.				91																						
3841	Stenton	P.	3	..	150	109	13	39	41	..	93	2	..	1	292	96	53	12	8	..	121	..	..	2	102	6	3
	TRANENT § 67.				1456																						
2873	Cockenzie	P.	1	..	429	415	103	124	147	..	374	5	1	2	687	339	202	..	..	..	145	..	..	1	388	10	3
3437	Elphinstone	P.	1	..	252	195	42	61	56	..	159	3	..	1	415	181	108	..	..	..	126	..	..	..	172	7	6
3388	Tranent	P.	1	..	842	858	151	249	255	28	683	11	2	8	1570	787	413	..	200	..	80	..	60	29	828	19	7
6471	*St. Martin's	R.C.	12	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	
	WHITEKIRK AND TYNINGHAME.				149																						
733	Tyninghame	P.	4	..	122	67	14	18	20	..	52	1	..	..	189	58	32	7	1	..	89	..	..	..	56	1	0
732	Whitekirk	P.	4	..	127	80	11	28	29	..	68	1	..	..	215	78	43	10	..	..	85	..	..	..	74	8	9
	WHITTINGHAME.				97																						
4860	*Kingside Combination*	P.	3	..	24	16	4	4	5	..	13	1	..	..	54	27	7	2	..	..	19	..	..	..	28	19	0
538	Whittinghame	P.	3	..	90	39	7	8	17	..	32	1	1	..	209	47	20	45	..	..	98	..	..	..	45	1	9
	YESTER.				126																						
2352	*Longyester*	P.	3	..	60	51	10	18	16	..	44	1	..	..	102	59	27	6	..	..	10	..	..	..	57	7	0
2967	Yester	P.	3	..	174	110	20	39	32	..	91	2	1	..	280	104	58	53	..	..	64	..	2	..	97	18	6
	TOTAL			7514	8579	6873	1271	2042	2316	140	5769	106	29	36	16385	6231	3532	857	463	25	4858	82	130	155	6,767	15	7

* New School—Grant to run as from 1st May, 1904.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.				Number of Teachers.			Income of School derived from									Annual Grant paid at end of School Year 1903–1904.
							Under 7 (Infants.)	Above 7 and under 10 (Junior Division).	Above 10 (Senior Division).	Above 10 (Supplementary Courses or Higher Grade Schools).	Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School.	Annual Grant, 1902–1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
															£	£	£	£	£	£	£	£	£	£ s. d.
	INVERNESS.																							
	Abernethy and Kincardine § 67.			246																				
4262	Abernethy	P.	4	..	256	147	17	47	49	7	120	2	..	2	310	165	73	17	27	..	12	..	16	..	182 12 3
591	Dorback	P.	4	..	40	21	3	7	8	..	18	1	..	..	65	37	10	2	..	..	15	..	..	..	38 6 6
1752	Glenbrown and Glenlochy	P.	4	..	42	25	..	7	17	..	24	1	..	..	64	47	14	3	..	..	..	..	..	..	47 10 3
3988	Tulloch	P.	4	..	84	37	2	13	14	..	29	1	..	..	145	59	23	5	..	..	57	..	..	..	54 8 0
	Alvie.			81																				
4805	Alvie	P.	4	..	118	49	12	17	13	3	45	1	1	..	200	76	27	46	..	..	45	..	6	..	75 4 3
1857	Laggan	P.	4	..	53	21	4	5	7	..	16	1	..	..	71	36	10	2	..	..	23	..	..	..	34 13 9
4809	Lynwilg	P.	4	..	22	15	3	7	3	..	13	p	..	..	58	29	7	2	..	..	21	..	..	..	31 7 9
	Ardersier.			227																				
2748	Ardersier	P.	11	..	220	185	39	59	64	3	165	2	1	1	369	201	100	..	..	..	68	..	..	..	208 11 10
	Arisaig and Moidart.			170																				
34	Glenfinnan	P.	6	..	30	11	2	2	5	..	9	1	..	..	98	37	13	3	..	..	45	..	..	..	28 13 0
661	Glenuig	P.	6	..	40	38	8	8	15	3	34	1	1	..	284	98	38	39	..	..	109	..	..	..	98 15 0
4227	Arisaig	C.S.	6	..	68	14	3	3	8	..	14	1	..	..	61	18	7	4	..	15	..	1	..	..	18 11 6
1807	Arisaig	R.C	6	..	114	78	7	24	35	6	72	1	..	2	163	99	41	20	..	..	..	.	..	..	105 1 3

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.				Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1903–1904.
							Under 7 (Infants.)	Above 7 and under 10 (Junior Division).	Above 10						Annual Grant, 1902-1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	£	£	£	£	£	£	£	£	£	£ s. d.
	INVERNESS—*contd.*																							
	DUTHRINISH § 67.			612																				
1731	Borreraig	P.	6	..	75	33	1	7	18	..	26	1	..	..	116	56	19	4	..	..	35	..	..	1	46 12 0
1619	Borrodale	P.	6	..	170	140	12	40	55	4	111	1	..	1	264	158	67	15	..	..	11	..	12	..	148 19 3
3030	Colbost	P.	6	..	81	36	9	10	10	2	31	1	..	1	151	60	20	5	..	..	66	..	..	..	59 19 6
3098	Dunvegan	P.	6	..	98	57	8	13	17	7	45	2	..	1	249	87	29	57	..	..	69	..	6	1	85 6 3
2956	Edinbane	P.	6	..	131	60	2	15	25	1	43	2	..	..	182	70	29	7	..	..	76	..	..	..	66 15 6
1767	Knockbreck	P.	6	..	102	71	6	24	30	7	67	1	..	..	138	94	33	9	..	..	..	..	..	1	96 6 6
1490	Lochbay	P.	6	..	90	53	9	9	21	..	39	1	..	..	116	68	27	6	..	..	14	..	..	1	54 2 0
1618	Vattin Bridge	P.	6	..	140	76	8	21	26	6	61	1	1	1	153	78	32	7	..	..	33	..	..	2	93 9 8
	DUTHIL AND ROTHIEMURCHUS § 67.			355																				
1218	Deshar	P.	4	..	128	63	11	23	22	..	56	1	1	..	209	83	33	48	..	..	46	..	..	..	84 2 0
3099	Dulnain Bridge	P.	4	..	153	99	10	20	43	7	80	2	..	1	233	119	50	11	..	..	53	..	..	..	125 13 3
821	Duthil	P.	4	..	124	88	11	27	31	7	76	1	1	..	308	130	56	13	24	..	85	..	..	..	128 7 9
3613	Rothiemurchus	P.	4	..	144	89	10	26	30	8	74	2	..	..	227	107	44	10	..	..	65	..	..	..	107 15 6
	GLENELG.			234																				
1402	Arnisdale	P.	6	..	46	33	1	10	14	1	26	p.	..	..	120	56	21	5	..	..	37	..	..	..	59 6 3
1396	Bracara	P.	6	..	36	15	1	6	6	..	13	1	..	..	83	55	10	2	..	..	17	..	..	..	37 9 6
1351	Glasnacardoch	P.	6	..	60	73	4	24	34	..	62	1	..	..	174	74	35	8	..	..	57	..	..	..	82 3 6
744	Glenelg District	P.	6	..	68	42	7	9	13	6	35	p.	..	..	99	45	17	4	..	..	33	..	..	..	62 16 9
745	Inverie	P.	6	..	48	14	2	5	7	..	14														
	GLENGARRY.			125																				
4636	Aberchalder	P.	3	..	35	23	2	6	10	..	18	p.	..	..	67	30	8	2	..	1	27	..	..	..	37 16 6
2840	Invergarry	P.	3	..	111	39	6	9	19	..	34	1	..	1	209	105	22	5	..	..	77	..	..	..	95 2 9

	HARRIS § 67.			1062																									
6415	Amhuinnsuidh	P.	4	..	33	12	1	3	6	1	11	P	..	..	59	25	5	1	..	..	28	..	..	..	29	12	9
1804	Bernera	P.	4	..	116	92	2	32	43	2	79	1	1	1	231	86	43	10	..	..	92	..	..	..	108	8	7
1805	Drinishader	P.	4	..	105	55	1	19	23	..	43	1	..	..	104	71	29	7	..	..	..	..	..	..	61	13	0
1061	Finsbay	P.	4	..	52	37	3	10	11	2	26	1	..	..	101	52	14	3	..	..	32	..	..	..	46	9	9
1806	Kyles Scalpay	P.	4	..	71	84	11	25	36	..	71	1	..	..	166	94	44	8	..	..	20	..	..	..	99	18	9
1847	Kyles Stockinish	P.	4	..	125	84	8	25	34	2	69	1	..	1	196	98	41	9	..	..	48	..	..	..	105	10	10
1807	Manish	P.	4	..	95	80	9	25	28	3	65	1	..	..	172	94	40	9	..	..	29	..	..	..	99	3	1
3333	Obbe	P.	4	..	85	58	3	20	20	7	50	1	..	..	158	96	32	7	..	..	22	..	..	..	95	9	3
1850	Scalpay	P.	4	..	125	116	9	36	52	2	99	1	1	1	195	100	47	11	..	..	38	..	..	..	133	14	0
1846	Scarp	P.	4	..	39	30	11	8	6	1	26	1	..	1	103	45	14	3	..	..	40	..	..	..	51	1	6
1808	Scarista	P.	4	..	42	38	..	11	15	..	26	1	..	..	131	49	10	2	..	..	70	..	..	..	56	0	9
1090	Tarbert, Sir E. Scott	P.	4	..	170	120	13	35	45	3	96	2	1	..	314	131	58	13	..	50	..	..	15	..	138	3	11
	INSH.			52																									
809	Insh	P.	4	..	88	25	3	5	12	..	20	1	..	..	177	46	13	3	34	..	82	..	..	..	44	15	6
	INVERNESS (Burgh).			3859																									
2812	Central	P.	10	..	1449	790	144	241	294	..	679	11	2	4	1788	756	390	..	..	..	641	..	..	..	811	4	5
4298	Clachnaharry	P.	10	..	150	76	19	25	24	..	68	1	1	..	213	78	45	..	..	..	91	..	..	..	76	7	10
2118	Farraline Park	P.	10	..	926	664	188	203	244	..	585	10	1	2	1630	660	329	..	..	..	642	..	..	..	718	7	5
2105	High (Elementary Dept.)	P.	10	..	1008	959	162	275	404	..	841	15	6	8	2267	1010	496	..	..	..	763	..	..	..	1029	19	7
3916	High (Secondary Dept.)	P.	10	..	228	170	..	..	..	143	143	4	..	..	920	317	72	..	..	..	31	..	500	..	411	1	7
4086	Merkinch	P.	10	..	949	760	128	238	296	..	662	11	4	5	1708	747	371	..	..	..	587	4	..	..	794	7	2
4217	Cathedral, Boys	E.	10	..	150	78	6	20	37	..	63	2	1	..	206	71	32	9	..	93	..	..	..	..	77	14	3
3360	The Bishop's	E.	10	..	200	185	60	50	47	..	157	4	1	1	366	182	100	24	..	49	..	9	..	3	173	10	4
4276	Roman Catholic	R. C.	10	..	235	111	30	25	35	..	90	1	2	..	296	152	84	21	..	42	..	5	..	..	95	8	9
6437	The Convent (R.C.)	R. C.	10	..	100	71	11	22	24	..	57	1	..	..	179	..	38	4	..	30	..	22	..	..	62	1	0
6118	Northern Counties' Institution for the Blind	..	10	..	..	..	1	2	3	..	6	..	..	..	..	..	..	..	..	..	..	..	..	..	32	16	3
	INVERNESS (Landward).			975																									
936	Abriachan	P.	12	..	100	74	10	16	35	2	63	1	..	..	183	96	37	..	..	..	49	..	..	..	102	7	9
963	Culcabock	P.	12	..	136	80	17	26	24	..	67	2	..	..	221	74	35	..	..	..	112	..	..	..	85	3	0
2691	Culduthel	P.	12	..	122	92	7	30	39	..	76	2	1	..	232	106	40	..	..	..	86	..	..	..	104	19	11
3056	Culloden	P.	12	..	136	97	14	33	36	..	83	3	..	..	257	116	55	..	..	..	87	..	..	..	104	8	0
2205	Dochgarroch	P.	12	..	122	48	2	17	20	7	46	1	1	..	195	71	23	..	..	..	100	..	..	..	75	10	7
4914	Leachkin	P.	12	..	128	88	17	31	27	2	77	3	..	..	211	94	45	..	..	..	72	..	..	..	105	10	7
2820	Nairnside	P.	12	..	89	59	11	13	18	..	42	1	1	..	163	57	23	..	..	..	83	..	..	..	57	4	3
5480	The Highland Orphanage	..	11	..	100	57	3	13	33	3	57	1	..	..	116	72	33	8	..	..	..	..	..	..	80	9	2

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division).	Above 10. (Supplementary Courses or Higher Grade Schools).	Total.	Number of Teachers. Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School. £	Income of School derived from: Annual Grant, 1902-1903. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools and General Aid Grant. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	Annual Grant paid at end of School Year, 1903-1904. £ s. d.
	INVERNESS—*contd.*																								
	KILMALLIE.			679																					
1210	Banavie	P.	1	..	124	80	10	24	34	..	68	2	..	..	281	110	54	..	..	..	118	..	..	..	106 3 10
3217	Fort William	P.	6	..	290	239	37	85	88	10	220	4	..	2	532	175	90	31	..	..	227	..	..	8	324 10 4††
3217 H.G.	Fort William, H.G.	H.G. P.	6	..	109	59	..	..	..	56	56	2	..	..	360	66	16	6	80	..	30	..	162	..	171 6 6††
1599	Kinlocheil March	P.	1	..	40	15	3	6	4	..	13	1	..	..	78	31	8	..	..	..	39	..	..	..	31 10 0
4127	Onich	P.	1	..	70	46	3	11	26	..	40	1	..	..	172	69	35	..	30	..	38	..	..	..	73 2 0
3536	North Ballachulish, St. Bride's	E.	1	..	60	30	6	6	14	..	26	1	..	..	106	40	13	3	..	51	..	..	..	..	47 0 0
4233	Fort William	R. C.	1	..	123	109	16	37	43	3	99	2	..	..	207	114	52	13	..	21	..	7	..	..	131 10 3
	KILMONIVAIG.			219																					
2692	Kilmonivaig	P.	1	..	90	50	3	15	24	1	43	2	..	..	200	102	25	..	..	..	73	..	..	..	114 6 9
4124	Roy Bridge	P.	1	..	92	62	4	22	25	6	57	1	1	..	265	98	39	..	..	..	125	3	..	..	94 0 3
6009	Tulloch	P.	1	..	27	15	2	5	7	..	14	1	..	..	87	32	7	..	..	..	48	..	..	..	33 12 9
	KILMORACK.			366																					
2917	Beauly	P.	11	..	250	184	28	41	77	13	159	3	1	1	596	255	96	..	..	..	192	12	37	5	265 4 8
3007	Cannick Bridge*	P.	3	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	.. ..
1578	Teanassie	P.	3	..	110	100	7	27	45	5	84	1	1	1	176	109	48	11	..	..	5	..	..	4	122 2 0
2981	Beauly	R. C.	11	..	90	51	5	12	25	..	42	1	..	..	126	48	21	6	20	13	..	..	..	..	58 5 3
399	Marydale	R. C.	3	..	68	15	3	5	6	..	14	p.	..	..	55	27	8	4	6	13	..	..	..	..	33 0 0
	KILMUIR § 67.			185																					
803	Kilmaluag	P.	6	..	70	62	6	19	22	..	47	1	1	..	150	67	28	6	..	..	48	..	..	..	69 0 0
944	Kilmuir	P.	6	..	120	101	6	30	36	6	78	1	1	2	215	91	46	11	..	..	67	1	..	..	114 7 6

	KILTARLITY.				447																										
3317	Culburnie	P.	3	..	90	84	13	20	38	8	79	1	..	2	170	96	44	10	..	..	19	..	..	..	116	10	8
3579	Glenconvinth	P.	3	..	81	73	9	24	30	2	65	1	..	1	154	97	37	9	..	..	11	..	..	..	87	8	0
674	Guisachan	P.	3	..	200	40	5	12	19	..	36	1	..	1	129	66	23	5	..	..	34	..	..	..	62	3	3
681	*Struy*	P.	3	..	66	35	6	10	12	..	28	1	..	..	125	59	16	4	..	..	46	..	..	..	57	2	0
2902	Tomnacross	P.	3	..	159	144	14	36	68	4	122	2	..	1	267	164	74	17	..	..	13	..	..	..	172	0	9
3122	Eskadale	R. C.	3	..	84	42	1	17	19	..	37	1	..	1	112	59	20	9	20	..	..	5	..	..	64	11	9
	KINGUSSIE.				329																										
1558	Dalwhinnie	P.	1	..	40	23	3	7	11	..	21	1	..	..	88	42	12	..	..	..	34	..	..	..	41	0	0
3605	Kingussie	P.	6	..	412	278	40	65	65	78	248	6	..	2	633	250	138	31	60	..	54	..	100	..	496	7	6
3605 H.G.	Kingussie, H.G.†	H.G.	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
3859	Newtonmore	P.	1	..	159	101	26	24	36	..	86	2	1	..	271	99	53	..	..	..	119	..	..	..	109	3	0
	KIRKHILL.				257																										
295	Inchmore	P.	12	..	163	121	18	38	40	3	99	1	1	1	222	109	57	..	..	..	56	..	..	..	135	7	10
1373	Kirkton	P.	12	..	60	64	11	28	15	1	55	1	1	..	124	84	32	..	..	..	8	..	..	..	85	0	0
322	*Knockbain*	P.	12	..	76	60	6	17	27	..	50	1	..	1	145	67	28	..	..	..	50	..	..	..	65	14	9
	LAGGAN.				130																										
15	Gergask	P.	4	..	117	66	6	15	29	4	54	2	..	..	349	95	35	58	..	..	151	..	8	1	101	13	9
16	Glentruim	P.	4	..	36	35	6	9	9	7	31	1	..	..	143	55	17	4	..	..	59	..	8	..	63	8	9
1744	Lochlaggan	P.	4	..	40	27	3	8	11	..	22	1	..	..	130	41	13	3	..	..	73	..	..	..	42	4	0
	MOY AND DALAROSSIE.				151																										
1318	Dalarossie	P.	2	..	50	13	2	2	7	..	11	1	..	..	95	30	6	2	..	..	58	..	..	..	28	1	11
5658	Moy	P.	2	..	50	36	4	14	15	1	34	1	..	..	115	58	20	5	..	..	33	..	..	..	61	0	3
683	Raibeg	P.	2	..	90	74	9	21	36	..	66	2	..	..	194	95	38	9	..	..	52	..	..	..	96	12	6
	NORTH UIST § 67.				783																										
1077	Baleshare	P.	4	..	98	38	3	12	16	..	31	1	..	..	95	48	18	4	..	..	25	..	..	..	50	16	0
2006	Boreray	P.	4	..	36	21	6	4	8	..	18	P	..	..	72	37	11	3	..	..	20	..	..	..	36	16	0
4382	Carinish	P.	4	..	105	78	7	21	30	6	64	1	1	..	191	82	37	8	..	..	64	..	..	..	92	11	0
1280	Claddach Kirkibost	P.	4	..	91	38	7	12	12	3	34	1	..	..	108	47	18	4	..	..	37	1	..	..	55	13	6
3798	Dunskellar	P.	4	..	90	78	17	17	34	..	68	1	1	..	179	77	32	47	34	..	..	..	..	..	97	11	0
5653	Glaic	P.	4	..	36	23	3	5	10	..	18	P.	..	..	64	32	9	2	..	..	21	..	..	..	38	11	0
1881	Grimisay	P.	4	..	70	66	8	21	26	..	56	1	..	..	158	68	29	7	..	..	52	..	..	2	81	13	0
4564	Heisker	P.	4	..	25	27	6	7	11	..	24	1	..	..	84	49	16	4	..	..	15	..	..	..	43	14	0
532	Locheport	P.	4	..	62	31	..	8	18	..	26	1	..	..	107	53	17	4	..	..	32	..	..	..	50	3	6
1545	Lochmaddy	P.	4	..	39	48	8	11	21	..	40	1	..	..	99	48	20	5	..	..	27	..	..	..	61	19	3
1270	Paible	P.	4	..	180	146	20	40	60	8	128	2	2	1	401	199	77	38	..	..	66	..	22	..	202	3	0
757	Tigharry	P.	4	..	123	119	16	26	49	..	91	1	2	..	243	113	55	43	..	..	32	..	..	..	103	7	11
1248	Trumisgarry	P.	4	..	25	25	5	9	7	..	21	1	..	..	81	37	11	2	..	..	29	..	..	1	41	3	3

* New School—Grant to run as from 1st November, 1903. † New School—Grant to run as from 1st August, 1905. †† For 11 months.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division).	Above 10. (Supplementary Courses or Higher Grade Schools).	Total.	Number of Teachers. Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School. £	Income of School derived from: Annual Grant, 1902-1903. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools and General Aid Grant. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	Annual Grant paid at end of School Year 1903-1904. £ s. d.
	INVERNESS—*contd.*																								
	PETTY.			287																					
1160	East	P.	12	..	153	105	14	33	41	4	92	1	..	1	302	138	58	..	..	..	106	..	..	..	128 11 9
686	West	P.	12	..	150	87	12	29	35	..	76	1	1	1	219	94	46	..	..	..	78	..	..	..	102 11 7
	PORTREE § 67.			586																					
3718	Braes	P.	5	..	152	127	8	29	59	1	97	1	1	2	238	134	60	14	..	..	30	..	..	..	134 17 3
1645	Glens	P.	5	..	30	19	1	5	8	3	17	1	..	..	88	42	12	3	..	..	31	..	..	..	37 14 9
3573	Penefiler	P.	5	..	29	8	..	2	4	..	6	p	..	..	47	24	4	1	..	..	18	..	..	..	22 6 0
283	Portree	P.	6	..	372	242	34	51	75	51	211	3	2	..	694	373	128	29	60	..	..	2	100	1	425 11 7†
283HG	*Portree, H.G.	HGP	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
4555	Raasay	P.	5	..	97	41	7	8	15	4	34	1	1	..	159	65	23	45	..	..	25	..	..	..	63 14 3
1644	Rona	P.	5	..	52	18	3	4	8	..	15	1	..	..	119	44	16	4	..	..	55	..	..	..	40 10 0
1274	Sconser	P.	5	..	50	36	4	9	12	1	26	1	..	..	112	50	17	4	..	..	39	..	..	..	46 6 3
1715	Torran	P.	5	..	60	45	5	10	18	..	33	p	..	..	102	52	20	5	..	..	25	..	..	..	54 5 0
	SLEAT § 67.			327																					
1691	Aird	P.	5	..	68	59	10	15	28	4	57	1	..	..	139	79	33	8	..	..	19	1	..	..	82 19 6
1706	Ardvaser	P.	5	..	51	29	6	8	12	..	26	1	..	..	105	47	17	4	..	..	37	..	..	..	43 9 0
4758	Drumfern	P.	5	..	30	27	3	10	10	2	25	p	..	..	67	45	14	3	..	..	5	..	..	..	47 14 0
1640	Duisdale	P.	5	..	116	46	9	13	20	..	42	1	..	..	127	60	23	5	..	..	38	..	..	..	64 4 6
1657	Ferrindonald	P.	5	..	90	62	6	22	23	5	56	* 1	..	..	133	79	32	7	..	..	14	..	..	..	78 10 0
1742	Kylerhea	P.	5	..	27	9	1	2	5	..	8	p	..	..	50	25	5	1	..	..	19	..	..	..	25 0 0
1692	Tarscabhaig	P.	5	..	80	61	3	21	25	..	49	1	..	..	126	75	29	7	..	..	16	..	..	..	81 0 9
	SMALL ISLES			91																					
1836	Canna	P.	7	..	22	16	2	9	3	..	14	1	..	..	70	33	9	2	..	..	26	..	..	..	31 18 0
1046	Eigg	P.	7	..	60	32	3	11	9	4	27	p	..	..	163	58	23	5	..	..	77	..	..	..	54 10 0
4706	Rum	P.	7	..	31	8	1	1	6	..	8	1	..	..	84	..	5	..	..	..	78	1	..	..	Withheld

	SNIZORT § 67.				338																										
3649	Bernisdale	P.	6	..		120	87	14	26	26	6	72	1	..	..	196	100	41	9	..	..	45	..	..	..	110	5	6
82	Macdiarmid	P.	6	..		64	70	6	23	22	1	52	1	..	..	164	78	32	7	..	..	52	..	..	..	76	17	0
3361	Kensaleyre	P.	6	..		76	44	6	14	12	5	37	1	..	..	106	69	23	5	..	..	9	..	..	..	72	2	0
2713	Uig	P.	6	..		166	122	7	35	40	10	92	1	2	..	341	157	66	45	..	..	55	..	15	3	156	18	6
	SOUTH UIST § 67.				1119																										
3890	Balivanich	P.	4	..		98	74	9	23	30	..	62	1	1	..	138	84	39	9	..	..	4	..	..	2	81	4	6
5379	Carnan	P.	4	..		38	29	..	12	12	..	24	1	..	..	87	39	11	3	..	..	34	..	..	..	46	19	0
4154	Daliburgh	P.	4	..		140	142	23	41	55	..	119	2	..	..	197	115	66	15	..	..	..	..	..	..	153	17	9
11	Eriskay	P.	4	..		115	101	22	20	43	..	85	1	..	..	166	85	43	10	..	..	27	..	..	..	109	7	3
1815	Garrynamonie	P.	4	..		133	125	10	39	49	..	98	2	..	..	195	114	59	13	..	..	9	..	..	..	123	16	3
834	Howmore	P.	4	..		84	77	13	24	26	..	63	1	..	1	131	81	38	9	..	..	2	1	..	..	84	16	6
4039	Jochdar	P.	4	..		146	120	12	32	57	..	101	1	1	1	227	139	61	14	..	..	11	1	..	..	134	18	0
4628	Kilerivagh	P.	4	..		75	48	3	15	22	..	40	1	..	1	117	81	29	7	..	..	1	..	..	..	71	7	0
6395	Kyles Flodda	P.	4	..		40	26	2	7	11	..	20	1	..	..	95	42	13	3	..	..	37	..	..	..	40	7	9
1845	Stoneybridge	P.	4	..		98	55	9	14	22	..	45	1	1	..	179	58	33	48	..	..	40	..	..	..	77	19	6
4201	Torlum	P.	4	..		195	97	10	30	47	..	87	1	1	..	169	103	47	11	..	..	8	..	..	..	115	12	9
	STENSCHOLL § 67.				255																										
5263	Digg	P.	6	..		34	38	12	19	..	..	31	p	..	..	57	33	17	4	..	..	4	..	..	..	36	0	0
345	Staffin	P.	6	..		150	149	12	33	71	10	126	2	1	..	333	227	83	19	..	..	4	..	..	..	204	15	6
1947	Valtos	P.	6	..		90	70	9	24	25	4	62	1	1	..	189	87	35	48	..	..	19	..	..	..	90	14	9
	STRATH § 67.				411																										
748	Breakish	P	5	..		113	92	14	31	37	..	82	1	1	..	203	110	51	12	..	..	30	..	..	..	106	5	3
4200	Broadford	P.	5	..		177	128	9	31	53	15	108	2	1	1	325	175	62	14	..	..	49	..	24	..	182	13	11
1621	Dunan	P.	5	..		63	44	2	12	18	..	32	1	..	..	112	59	19	4	..	..	38	..	..	..	49	5	6
1583	Elgol	P.	5	..		49	35	..	10	15	..	25	1	..	..	117	56	22	5	..	..	34	..	..	..	48	2	3
937	Heast	P.	5	..		22	15	2	5	5	..	12	p	..	..	61	31	7	2	..	..	21	..	..	..	30	10	3
2123	Kyleakin	P.	5	..		89	53	9	9	26	4	48	1	..	1	159	80	26	6	..	..	34	..	8	4	79	5	6
1625	Torrin	P.	5	..		51	26	3	9	11	..	23	1	..	..	91	36	11	3	..	..	40	..	..	..	45	0	9
	URQUHART AND GLENMORISTON.				318																										
517	Balnain	P.	3	..		97	47	7	15	14	3	33	1	..	..	145	59	23	5	..	..	55	3	..	..	65	2	9
427	Bunloit	P.	3	..		60	21	2	7	7	..	16	1	..	..	80	40	11	3	..	..	24	1	..	..	35	0	9
2372	*Corrimony*	P.	3	..		32	13	3	3	5	..	11	1	..	..	135	32	8	2	..	..	93	..	..	..	29	1	3
415	Dalchreichard	P.	3	..		63	13	1	6	4	..	11	1	..	..	89	30	7	2	..	..	50	..	..	..	29	6	0
1602	Glen Urquhart	P.	6	..		257	167	19	35	61	27	142	4	..	1	551	261	91	21	..	..	45	33	100	..	350	14	8‡
,,HG	*Glen Urquhart, HG	HGP	6	..		..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
435	*Invermoriston*	P.	3	..		55	50	4	13	23	3	43	1	..	..	158	67	26	6	..	..	53	6	..	..	70	7	9
	TOTAL				16905	21998	14991	2054	4282	5715	698	12749	276	63	71	39356	18114	7599	1545	415	392	9972	138	1146	41	19463	13	8

*New School Grant to run as from 1st August 1904. † Grant for 13 months. ‡ Grant for 16 months.

List of Schools aided from Parliamentary Grant—*Continued*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1903–1904.
							Under 7 (Infants.)	Above 7 and under 10 (Junior Division).	Above 10			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902–1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses of Higher Grade Schools).	Total.														
							£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	KINCARDINE.																								
	Arbuthnot.			162																					
2773	Arbuthnot	P.	11	..	174	108	16	31	42	2	91	2	..	..	276	120	59	..	..	..	96	..	..	..	117 7 3
	Banchory-Devenick.			335																					
2569	Banchory-Devenick	P.	1	..	155	134	20	40	45	5	110	2	1	..	473	120	71	..	6	..	275	..	..	1	126 18 9
2841	Portlethen	P.	1	..	226	196	33	56	68	10	167	2	2	..	406	191	101	..	13	..	101	..	..	..	197 4 0
	Banchory-Ternan.			646																					
3867	Central	P.	2	..	308	234	37	57	84	21	199	4	1	1	668	254	128	28	..	..	125	28	105	..	254 8 2
2651	Crathes	P.	2	..	130	90	11	31	27	10	79	2	..	1	311	111	52	12	..	..	127	9	..	..	112 15 9
3750	Inchmarlo	P.	2	..	120	72	8	21	24	7	60	2	..	..	237	82	39	9	..	..	102	5	..	..	85 15 6
6410	Raemoir	P.	2	..	80	51	11	15	19	3	48	2	..	..	177	60	29	58	..	..	25	5	..	1	56 1 9
227	Tilquhillie	P.	2	..	61	20	3	7	8	..	18	1	..	..	80	34	13	2	..	..	29	1	..	..	34 14 6
1840	Reid and Burnett Endowed Female	..	2	..	112	124	38	34	28	8	108	2	..	2	221	112	59	17	18	11	..	9	..	..	126 3 8
	Benholm § 67.			304																					
406	Benholm	P.	11	..	99	71	9	22	28	1	60	1	1	..	149	67	38	..	..	..	43	..	..	..	71 10 0
2509	Johnshaven	P.	11	..	308	205	38	81	54	2	175	2	3	..	402	201	103	..	..	..	98	..	..	..	192 1 9
	Bervie § 67.			563																					
447	Bervie	P.	11	..	209	179	25	52	72	2	151	3	1	..	424	181	96	..	..	..	146	..	..	..	168 18 0
4369	Gourdon	P.	11	..	322	259	69	74	79	4	226	4	2	..	491	237	132	..	..	..	121	..	..	..	245 9 3
3138	Gordon's, Female	C.S.	11	..	121	*124*	*40*	*31*	*29*	..	*100*	*2*	*1*	..	*226*	..	..	..	*14*	*176*	..	..	..	..	*168 15 3*

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants.)	Above 7 and under 10 (Junior Division).	Above 10 (Senior Division).	Above 10 (Supplementary Courses or Higher Grade Schools).	Total.	Number of Teachers. Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School. £	Income of School derived from: Annual Grant, 1902–1903. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools and General Aid Grant. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	Annual Grant paid at end of School Year 1903–1904. £ s. d.
	KINCARDINE—*contd.*																								
	KINNEFF & CATTERLINE.			194																					
4443	Barras	P.	2	..	100	53	8	15	19	..	42	1	..	..	152	63	28	..	..	..	60	..	..	..	57 19 6
3233	Kinneff	P.	2	..	143	92	18	27	29	7	81	2	..	..	267	96	51	..	..	..	121	..	..	..	99 4 10
2447	Catterline	E.	2	..	159	60	14	18	21	..	53	2	..	..	145	57	31	9	..	25	..	..	..	1	57 1 9
	LAURENCEKIRK.			394																					
4451	Laurencekirk	P.	12	..	407	287	60	97	89	7	253	4	1	1	625	275	148	..	..	..	203	..	..	..	285 12 9
2647	*Redmyre*	P.	4	..	153	91	17	26	34	..	77	1	1	..	279	74	41	9	..	..	154	..	..	..	83 12 6
2711	Laurencekirk	E.	12	..	152	129	28	39	39	..	106	2	..	2	184	118	72	17	..	9	..	..	..	20	117 8 9
	MARYCULTER.			152																					
1419	East	P.	2	..	129	84	13	24	34	4	75	2	..	..	211	82	45	10	..	..	75	..	..	..	88 12 0
4333	West	P.	2	..	129	71	13	18	25	3	59	2	..	..	210	75	42	9	..	..	83	..	..	..	68 15 6
	MARYKIRK.			268																					
1702	Luthermuir	P.	1	..	155	138	20	35	51	2	108	1	2	..	253	125	72	..	..	..	57	..	..	..	130 17 0
2202	Marykirk	P.	1	..	180	87	5	21	42	6	74	2	..	1	290	89	47	..	..	..	155	..	..	..	94 9 0
6269	The Napier	..	1	..	77	30	16	9	..	..	25	1	..	..	91	24	14	4	..	46	..	..	..	3	24 14 0
	NIGG.			335																					
3747	Cove	P.	1	..	211	133	32	44	38	4	118	2	1	..	347	119	74	..	..	..	140	6	..	7	131 4 6
1060	Kirkhill	P.	1	..	164	121	24	37	43	5	109	2	1	..	375	131	72	..	..	..	171	..	..	..	127 10 9

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List of Schools aided from Parliamentary Grant—*Continued.*

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							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902–1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).															
															£	£	£	£	£	£	£	£	£	£	£ s. d.
	KIRKCUDBRIGHT—*contd.*																								
	BALMAGHIE.			158																					
820	Glenlochar	P.	3	..	74	60	12	23	18	..	53	1	1	..	191	61	34	58	..	..	38	..	..	..	57 19 6
87	Lauriestou	P.	3	..	120	69	15	18	21	4	58	1	2	..	217	81	39	39	..	..	58	..	..	..	79 9 6
	BARGRENNAN.			69																					
4106	Bargrennan	P.	3	..	60	39	4	11	17	..	32	1	..	..	121	54	21	5	..	..	41	..	..	..	51 16 0
805	Knowe	P.	3	..	51	19	4	3	9	..	16	1	..	..	101	36	11	3	..	..	51	..	..	..	33 8 3
	BORGUE.			219																					
4378	Borgue	P.	3	..	310	214	28	70	70	13	181	3	2	..	676	221	108	25	74	8	240	..	..	..	216 1 6
	BUITTLE.			192																					
2379	High	P.	1	..	111	41	9	11	13	..	33	1	..	..	135	44	15	..	2	..	74	..	..	..	50 7 3
4392	Palnackie	P.	1	..	124	66	11	21	21	5	58	1	1	..	263	74	39	..	..	..	150	..	..	..	71 15 3
	CARSPHAIRN.			55																					
391	Carsphairn	P.	6	..	75	45	7	15	19	..	39	1	..	..	215	65	29	7	13	..	101	..	..	..	70 2 9
	COLVEND & SOUTHWICK.			221																					
2721	Barnbarrock	P.	1	..	83	58	12	16	22	..	50	1	..	..	154	61	30	..	..	..	63	..	..	..	61 0 0
455	Colvend	P.	1	..	81	33	7	6	13	..	26	1	..	..	130	41	18	..	..	..	71	..	..	..	36 12 0
213	Southwick	P.	1	..	120	120	15	32	58	..	105	1	2	..	298	117	61	..	..	..	120	..	..	..	126 15 6

	CORSOCK.			81																										
2206	Corsock	P.	5	..	110	87	10	29	31	..	70	2	..	..	221	92	44	10	..	..	76	..	..	..	86	19	9			
	CROSSMICHAEL.			240																										
1148	Clarebrand	P.	2	..	146	95	13	18	42	7	80	2	1	2	319	115	46	51	6	..	101	..	..	..	123	8	0			
1149	Crossmichael	P.	2	..	200	81	16	21	43	1	71	3	..	..	264	77	43	50	5	..	89	..	..	..	83	1	3			
	DALRY.			176																										
218	Corseglass	P.	6	..	36	15	2	3	7	..	12	1	..	..	66	24	4	1	..	..	36	..	..	..	27	10	0			
4373	Dalry	P.	6	..	125	127	19	35	45	17	116	2	..	..	339	151	45	16	30	..	97	..	..	..	150	13	3			
233	*Stroanfreggan*	P.	6	..	39	8	1	2	4	..	7	1	..	..	87	33	7	2	..	..	45	..	..	..	22	16	0			
	GIRTHON.			255																										
2101	Girthon	P.	2	..	188	134	21	26	48	10	105	2	..	2	380	137	70	..	..	..	174	..	..	..	122	5	9			
2809	Cally, English	E.	3	..	139	87	20	25	28	..	73	2	..	..	222	69	38	18	..	96	..	..	..	..	79	5	0			
	IRONGRAY.			138																										
3348	Roughtree	P.	12	..	62	34	4	11	8	8	31	1	..	..	99	54	19	..	..	..	25	1	..	..	49	8	6			
3199	Shawhead	P.	12	..	121	71	11	22	23	..	56	1	..	..	211	68	35	..	..	..	113	..	..	..	60	17	3			
	KELLS.			183																										
6002	Dee	P.	6	..	28	16	2	4	2	5	13	1	..	..	66	30	8	2	..	..	25	..	..	..	28	10	0			
3802	Kells	P.	6	..	190	107	28	29	43	..	100	2	..	2	284	116	62	14	18	..	74	..	..	..	113	7	3			
1253	*Mossdale*	P.	6	..	73	23	4	8	10	..	22	1	..	..	113	40	14	3	..	..	56	..	..	..	37	12	0			
4780	Polharrow	P.	6	..	40	20	2	9	9	..	20	1	..	..	74	37	11	3	..	..	23	..	..	..	35	14	0			
	KELTON § 67.			714																										
3760	Castle Douglas	P.	6	..	538	492	85	137	196	..	438	10	..	2	1079	579	372	62	..	..	66	..	..	..	453	4	5			
3760 H.G.	Castle Douglas, H.G.	H.G.	6	..	117	60	..	..	..	56	56	2	..	..	620	148	33	7	5	..	271	..	160	..	204	7	5			
		P.																												
4054	Gelston	P.	1	..	103	72	11	20	27	..	58	1	1	..	200	71	35	..	1	..	93	..	..	..	69	12	0			
105	Rhonehouse	P.	1	..	164	117	19	39	43	..	106	1	1	..	274	128	70	..	1	..	76	..	..	..	117	2	0			
4022	Castle Douglas	R.C.	9	..	120	58	10	16	32	..	58	1	..	1	135	66	38	9	..	22	..	..	..	..	66	4	0			
	KIRKBEAN.			131																										
4539	Kirkbean	P.	4	..	136	111	18	31	44	..	93	2	..	1	292	113	61	14	27	..	78	.	..	..	103	15	6			
4353	Preston	P.	4	..	62	42	7	17	12	..	36	1	..	..	134	41	17	4	..	..	72	..	..	..	48	16	6			

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.				Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1903-1904.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902-1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).														
										Total.														
														£	£	£	£	£	£	£	£	£	£	£ s. d.
	KIRKCUDBRIGHT—*contd.*																							
	KIRKCUDBRIGHT.			666																				
4917	Academy(Lower Department)	P.	5	..	58	40	11	23	2	..	36	1	..	..	96	37	20	5	..	..	34	..	..	..	38 3 9
3503	Johnston	P.	2	..	371	265	48	70	102	11	231	5	..	1	651	267	140	32	..	..	211	..	..	..	276 5 6
4826	Townhead	P.	2	..	120	67	17	21	23	..	61	1	..	1	183	78	38	8	..	..	58	..	..	..	77 13 9
2565	Whinnie Liggate	P.	2	..	127	62	11	19	27	..	57	1	..	1	179	90	45	10	..	..	33	..	..	..	74 17 9
2506	Old Church	C.S.	2	..	157	168	40	52	59	..	151	2	..	3	284	154	94	23	..	9	..	3	..	..	151 0 3
1106	Roman Catholic	R.C.	2	..	126	104	22	31	35	..	88	1	..	1	198	93	54	13	14	24	..	..	..	..	96 13 9
	KIRKGUNZEON.			112																				
4456	Kirkgunzeon	P.	1	..	107	75	10	24	30	..	64	1	1	..	237	87	40	..	..	..	109	..	..	1	81 12 3
	KIRKMABRECK.			370																				
4533	Kirkdale	P.	3	..	102	84	16	19	31	..	66	1	..	..	180	78	28	10	..	..	64	..	..	..	71 12 9
2494	Kirkmabreck	P.	3	..	323	265	48	75	97	..	220	4	1	2	535	258	91	31	..	..	150	..	..	5	253 14 3
4857	Creetown, St. Joseph's	R.C.	3	..	114	24	5	6	7	..	18	1	..	..	79	22	12	6	..	39	..	..	..	..	19 5 3
	KIRKPATRICK-DURHAM.			158																				
4532	*Crocketford*	P.	1	..	96	56	11	17	18	1	47	2	..	..	149	65	28	..	..	..	57	..	..	..	60 14 9
3245	Kirkpatrick-Durham	P.	2	..	172	113	14	40	41	..	95	2	..	..	278	115	59	14	..	..	88	1	..	..	106 13 3
	LOCHRUTTON.			103																				
486	Lochrutton	P.	1	..	132	79	13	22	31	2	68	1	1	..	194	86	40	..	..	..	69	..	..	..	84 7 3

	MINNIGAFF.					198																							
73	Cree Bridge	P.	3	..	116	125	21	40	51	..	112	2	1	..	354	115	42	15	..	..	182	..	..	..	122	9	3
1228	Stronord	P.	3	..	100	76	7	17	35	8	67	1	1	..	193	75	27	9	..	..	81	..	..	..	75	12	9
	NEW ABBEY.					197																							
3821	Lochend	P.	4	..	95	46	6	14	16	..	36	1	..	..	125	50	22	5	..	..	48	..	..	..	49	9	0
2938	New Abbey	P.	4	..	182	163	32	45	56	..	133	2	..	1	291	152	81	19	8	..	32	..	..	..	146	3	6
	PARTON.					69																							
754	Parton	P.	6	..	118	58	13	13	21	..	47	1	..	..	227	59	24	6	..	..	138	..	..	..	66	9	3
	RERRICK.					253																							
4357	Auchencairn	P.	3	..	282	144	30	41	57	..	128	2	1	1	384	157	84	19	..	..	125	..	..	..	141	19	3
4283	Dundrennan	P.	3	..	235	94	17	30	33	4	84	2	..	1	248	112	55	13	..	..	69	..	..	..	110	1	3
	TERREGLES.					88																							
3382	Terregles	P.	12	..	60	41	12	8	6	8	34	1	..	..	124	35	21	..	..	1	67	..	..	..	36	17	6
	TONGLAND.					144																							
2906	Tongland	P.	2	..	141	97	7	34	39	..	80	2	..	..	250	90	53	11	..	..	96	..	..	..	89	3	3
	TROQUEER.					1229																							
2865	Drumsleet	P.	1	..	127	45	8	13	16	..	37	1	..	..	158	50	26	..	..	..	33	..	..	..	40	3	6
3286	Laurieknowe	P.	5	..	320	300	103	156	183	..	442	7	1	5	1067	497	261	60	..	..	243	5	..	..	509	6	5
2546	Maxwelltown, Glasgow Street	P.	5	..	571	509	108	148	186	..	442	7	1	6	1159	495	256	59	..	..	348	..	..	2	510	11	8
2817	Whinnyhill	P.	1	..	87	57	12	16	25	..	53	1	..	..	107	62	31	..	..	..	14	..	..	..	61	7	0
	TWYNHOLM.					151																							
97	Twynholm	P.	3	..	184	69	26	49	39	..	114	2	1	..	271	122	68	16	..	..	65	..	..	..	122	7	9
	URR § 67.					975																							
2867	Dalbeattie	P.	6	..	852	624	114	187	243	..	544	10	1	8	1318	887	371	85	..	..	50	2	..	197	604	7	7
2867 H.G	Dalbeattie, H.G.	HGP	6	..	79	67	..	..	..	55	55	2	..	..	496	..	..	..	..	..	62	..	160	..	189	18	3
2641	Hardgate	P.	1	..	130	123	21	33	55	..	109	1	1	..	325	122	78	..	..	..	124	..	..	..	122	3	3
361	Milton	P.	1	..	72	35	6	8	17	..	31	1	..	..	100	47	20	..	..	..	33	..	..	..	44	3	9
599	Springholm	P.	3	..	70	50	12	19	14	..	45	1	1	..	138	43	30	40	..	..	25	..	..	..	49	8	3
497	Dalbeattie	R.C.	2	..	150	114	20	32	49	..	101	1	..	1	301	121	66	16	..	72	..	27	..	..	115	1	9
	TOTAL			7749	10772	7262	1300	2130	2678	283	6341	130	24	44	19657	8306	3886	979	267	271	5681	40	320	206	7789	9	0

List of Schools aided from Parliamentary Grant—*Continued.*

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							Under 7 (Infants.)	Above 7 and under 10 (Junior Division).	Above 10 (Senior Division).	Above 10 (Supplementary Courses or Higher Grade Schools).	Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902–1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
															£	£	£	£	£	£	£	£	£	£ s. d.
	LANARK																							
	AIRDRIE (Burgh) § 67.			4315																				
2392	Academy	P.	6	..	688	810	116	276	328	..	720	11	2	6	1857	865	436	99	12	..	166	190	..	89	861 12 4
2392 H.G.	Academy, H.G.	H.G. P.	6	..	355	193	..	..	..	169	169	5	1	..	1667	458	73	16	12	15	265	245	531	51	656 5 3
85	Albert	P.	12	..	672	683	112	244	231	..	587	8	6	2	1490	662	351	..	15	7	314	123	..	19	672 5 6
426	Chapelside	P.	12	..	522	597	109	223	188	..	520	7	5	3	1317	567	304	..	13	5	290	123	..	16	591 15 6
6418	Rochsolloch	P.	12	..	500	429	101	141	124	..	366	6	3	1	1060	353	201	..	..	..	399	108	..	..	405 11 4
207	Victoria	P.	12	..	967	901	152	327	283	..	762	12	3	3	1929	815	404	..	21	9	470	185	..	25	858 11 9
6444	Coatdyke	R.C.	11	..	560	419	110	116	133	..	359	4	2	..	815	..	178	12	..	608	..	17	..	..	349 16 9
2137	St. Margaret's	R.C.	10	..	672	455	102	174	178	..	454	5	5	3	1020	533	306	74	..	150	..	15	..	..	494 14 6
	AVONDALE.			999																				
3369	Ball Green	P.	1	..	302	320	32	109	121	..	262	3	4	1	693	292	166	..	..	..	228	8	..	..	291 13 3
857	Barnock	P.	1	..	63	17	6	5	3	1	15	1	..	..	110	32	13	..	..	..	63	2	..	..	30 16 0
3390	Strathaven Academy	P.	6	..	421	424	43	121	108	71	343	6	2	4	1167	250	200	46	..	..	402	37	223	9	497 12 3
3390 H.G.	* " " H.G.	H.G. P.	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
795	Drumclog	P.	1	..	59	15	..	7	5	1	13	1	..	..	178	32	9	..	..	..	136	1	..	..	31 5 3
4292	Gilmourton	P.	1	..	83	76	8	23	30	6	67	1	1	..	242	85	44	..	..	..	107	6	..	..	82 11 0
6119	Strathaven	R.C	1	..	74	89	27	27	23	..	77	1	..	..	192	81	56	8	..	70	..	5	..	..	80 7 9
	BIGGAR § 67.			352																				
4401	High	P.	6	..	408	310	51	103	98	27	279	5	3	3	614	366	170	45	..	..	31	..	..	2	332 16 6
4401 H.G.	High, H.G.	H.G P.	6	..	104	65	..	..	..	58	58	1	2	..	482	150	27	..	61	..	48	..	195	..	204 10 11
	BLANTYRE § 67.			3261																				
6271	Auchinraith	P.	10	..	650	529	99	188	150	5	442	9	1	1	1209	450	291	..	..	..	445	21	..	1	473 0 7
2991	High Blantyre	P.	10	..	592	606	98	229	228	8	563	9	3	..	1501	620	322	..	..	..	522	34	3	1	636 16 0

2551	Low Blantyre	P.	10	..	868	829	146	259	310	9	724	14	3	..	1982	782	414	..	..	..	732	50	..	3	833 13 10
1589	St. Joseph's	R.C.	10	..	852	832	107	272	292	4	675	3	8	5	1405	672	323	92	..	244	..	54	..	..	758 19 0
	BOTHWELL § 67.			9949																					
3512	Bellshill	P.	11	..	666	718	151	236	231	..	618	11	1	10	1640	682	369	..	..	..	518	67	..	4	702 11 3
6114	Bellshill Academy	P.	6	..	802	769	146	254	240	..	640	13	..	5	1785	558	267	90	..	..	771	86	..	14	675 18 8
6114 H.G.	Bellshill Academy, H.G.	H.G. P.	6	..	240	131	..	..	..	95	95	4	..	..	686	161	30	10	..	..	238	26	222	..	222 19 0
577	Bothwell	P.	9	..	349	379	70	125	139	..	334	6	2	2	898	499	265	..	..	..	104	20	8	2	378 17 3
2606	Carfin	P.	11	..	405	213	43	61	67	..	171	2	2	4	440	186	102	..	..	..	146	..	6	..	192 6 9
2735	Carnbroe	P.	3	..	211	161	49	47	51	..	147	2	..	2	344	162	87	20	..	..	25	..	..	50	161 13 9
3606	Chapelhall	P.	2	..	554	408	70	117	140	3	330	6	..	4	844	374	193	44	..	..	231	..	2	..	381 4 10
4911	Hamilton Palace Colliery	P.	9	..	512	408	97	130	130	..	357	7	1	..	823	192	114	..	..	..	513	..	..	4	384 13 6
212	Holytown	P.	3	..	433	440	83	140	116	2	341	6	2	4	959	351	191	42	7	..	368	..	..	..	382 5 4
2479	Mossend	P.	11	..	721	662	123	210	221	..	554	10	3	8	1518	628	335	..	7	..	540	..	..	9	619 4 3
6195	Muiredge	P.	3	..	817	499	83	170	173	..	426	7	1	6	1274	459	232	55	..	..	518	..	..	9	497 16 3
186	Newarthill	P.	1	..	552	547	105	176	169	7	457	9	..	5	1100	491	261	..	5	..	341	..	..	2	526 7 5
2505	New Stevenston	P.	1	..	584	569	118	180	158	9	465	7	4	4	1084	508	276	..	..	..	294	..	2	4	531 15 10
4361	Tannochside	P.	9	..	720	750	154	223	288	..	636	12	..	7	1472	758	428	..	..	..	259	..	..	28	708 1 9
728	Uddingston Grammar	P.	6	..	896	764	107	233	317	..	657	13	..	6	2013	764	265	93	..	..	806	85	..	..	757 2 9
728 H.G.	Uddingston Grammar, H.G.	H.G. P.	6	..	213	122	..	..	..	107	107	4	..	..	850	284	36	11	..	..	117	40	362	..	340 10 0
3008	Carfin	R.C.	3	..	415	435	92	130	133	..	355	2	7	1	811	378	214	102	..	95	..	22	..	..	371 4 9
4483	Chapelhall	R.C.	2	..	331	365	58	102	111	..	274	3	2	6	572	277	163	84	..	87	..	11	..	..	302 3 3
3883	Mossend	R.C.	11	..	732	722	112	228	215	..	555	5	5	2	1179	604	329	81	..	122	..	43	..	..	613 2 6
189	Uddingston, St. John Baptist	R.C.	10	..	725	677	138	223	207	..	568	5	8	4	1257	545	319	75	..	272	..	45	..	..	609 10 9
	CADDER § 67.			2184																					
2217	Auchinairn	P.	5	..	297	235	37	78	80	..	195	3	2	2	562	245	132	30	..	..	118	..	..	36	218 6 4
1202	Auchinloch	P.	5	..	145	114	23	42	37	..	102	2	1	..	285	100	55	53	..	..	58	3	..	17	113 1 3
2983	Bishopbriggs	P.	5	..	431	477	84	141	133	..	408	4	4	2	1005	409	220	50	..	..	260	1	..	64	467 0 6
98	Cadder	P.	5	..	150	99	14	31	29	13	87	2	..	1	375	108	55	13	..	..	182	..	..	16	100 18 11
1175	Chryston	P.	5	..	583	421	65	128	136	20	349	4	3	3	1110	438	217	50	..	..	210	4	133	58	427 9 0
1886	Garrcosn	P.	5	..	271	225	51	67	73	..	191	2	2	1	526	189	103	24	..	..	183	..	..	28	208 12 6
214	Lochfauld	P.	5	..	111	88	16	30	31	..	77	1	1	1	204	87	47	11	..	..	44	1	..	14	83 9 3
4642	Stepps Road	P.	5	..	204	121	25	34	47	..	106	2	1	..	353	99	53	52	..	..	137	..	..	11	118 15 2
	CALDERHEAD § 67.			1522																					
2567	*Allanton*	P.	6	..	160	138	27	47	39	..	113	2	1	..	302	120	68	15	..	..	99	..	..	..	121 2 9
4146	Calderhead	P.	6	..	750	645	120	221	192	14	547	8	2	4	1181	620	328	73	..	..	64	..	..	96	624 11 6
3493	Dykehead	P.	6	..	440	585	102	188	182	22	494	8	..	4	1064	583	307	69	..	..	15	..	..	90	541 16 7
3960	Shotts, St. Patrick's	R.C.	2	..	266	298	67	80	111	..	258	3	2	..	548	275	150	39	..	61	..	28	..	..	278 2 3

* New School—Grant to run as from 1st January, 1905.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	* Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1903-1904.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902-1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.														
															£	£	£	£	£	£	£	£	£	£	£ s. d.
	LANARK—*contd.*																								
	Cambuslang.			4443																					
2223	Cambuslang	P.	5	..	1114	1009	175	323	346	52	896	20	..	4	2684	1053	550	126	..	..	844	80	30	..	1090 2 4
858	Hallside	P.	5	..	709	775	153	246	249	16	664	12	2	4	1892	718	388	89	..	..	604	56	..	37	764 19 3
3771	Kirkhill	P.	5	..	436	451	77	158	135	16	386	8	1	2	1235	441	240	55	..	..	467	30	2	..	451 5 9
2422	Newton	P.	5	..	548	372	70	112	109	7	298	7	1	2	1180	344	189	43	..	..	565	24	..	15	338 14 5
4737	West Coats	P.	6	..	525	619	116	196	210	..	522	8	3	3	1407	708	186	70	..	..	338	60	..	44	531 11 7
4737 H.G.	West Coats, H.G.	H.G. P.	6	..	100	36	..	..	..	29	29	1	1	..	326	..	17	..	..	..	226	..	82	..	84 15 10
4790	Newton	R.C.	5	..	373	398	70	112	124	..	306	3	2	2	746	328	182	87	..	128	..	21	..	..	324 8 0
1750	St. Bride's	R.C.	5	..	827	668	159	197	216	..	572	7	3	3	1437	560	307	147	..	399	..	24	..	..	622 7 6
	Cambusnethan.			5626																					
484	Berryhill	P.	10	..	566	447	51	144	172	..	367	6	1	4	960	478	335	..	..	..	144	3	..	..	416 8 4
3737	Cambusnethan	P.	10	..	368	424	86	142	140	8	376	7	1	4	867	363	266	..	..	..	233	4	..	1	431 1 3
3393	Cambusnethan, Newmains	P.	5	..	575	633	119	223	207	25	574	6	4	5	772	..	142	65	..	..	565	..	..	..	387 3 2
4038	Morningside	P.	10	..	468	325	60	112	110	..	282	5	1	1	821	284	209	..	..	..	328	..	..	..	305 0 6
3854	Overtown	P.	10	..	270	239	69	110	23	..	202	3	2	1	436	187	156	..	..	..	83	6	..	4	207 13 3
811	Waterloo	P.	10	..	468	381	42	78	189	..	309	4	1	3	697	341	240	..	..	..	110	5	..	..	353 1 9
2192	Wishaw	P.	10	..	1064	1321	173	417	442	122	1154	22	1	12	2935	1394	858	..	..	..	269	12	317	84	1522 6 1
3861	Wishaw Academy	P.	10	..	440	669	114	216	249	..	579	9	3	5	1221	550	406	..	..	..	263	..	..	1	648 14 0
4294	Newmains	R.C.	5	..	213	264	61	84	90	..	235	2	2	..	468	205	131	63	..	41	..	19	..	..	249 16 6
2686	Wishaw	R.C.	5	..	509	469	88	165	142	3	398	4	5	3	955	393	213	102	..	217	..	30	..	..	435 10 8
	Carluke § 67.			1877																					
2351	Braidwood	P.	3	..	168	143	36	48	34	5	123	1	2	..	303	131	73	17	..	..	73	10	..	..	130 19 7
3231	Carluke, G. and I.	P.	6	..	247	217	159	19	..	..	178	2	2	3	351	185	125	29	..	..	..	13	..	..	166 13 3
59	Kilncadzow	P.	3	..	84	61	13	20	20	..	53	1	1	..	171	65	37	9	..	..	53	7	..	..	56 19 0
3943	Law	P.	3	..	373	344	69	117	98	18	302	3	4	..	698	308	170	39	..	..	147	32	2	..	354 9 4
1538	Market Place	P.	6	..	957	768	28	310	346	..	684	11	1	8	1599	812	418	95	..	..	195	80	..	..	808 3 3
1538 H.G.	Market Place, H.G.	H.G. P.	6	..	116	149	..	..	..	124	124	4	1	..	708	256	47	10	..	..	130	19	246	..	417 7 5

2346	Yieldshields	P.	3	..	100	68	9	28	23	..	60	1	1	..	198	65	40	9	..	..	76	8	..	..	65	10	3
3009	Carluke	R.C.	3	..	113	110	21	33	36	2	92	2	..	..	204	94	52	25	..	26	..	7	..	..	102	2	6
	CARMICHAEL.			235																									
3711	Carmichael	P.	4	..	84	60	9	18	21	3	51	1	..	..	174	75	32	7	..	..	60	..	..	..	70	19	0
	CARMUNNOCK.			258																									
1203	Carmunnock	P.	4	..	164	101	16	36	30	6	88	2	..	1	327	104	56	12	..	..	138	13	4	..	107	8	10
	CARNWATH.			1281																									
3679	Auchengray	P.	3	..	132	73	13	22	29	..	64	1	1	1	229	94	44	10	..	..	76	5	..	..	83	17	9
2718	Braehead	P.	3	..	198	85	15	23	30	4	72	2	..	1	275	90	47	11	..	..	115	7	6	..	84	19	6
3011	Carnwath	P.	3	..	263	169	27	58	55	9	149	3	1	1	419	158	86	20	..	..	144	12	..	..	175	16	3
2628	Forth	P.	3	..	250	212	43	62	63	..	168	3	..	2	371	175	106	24	..	..	53	13	..	..	182	1	7
190	Haywood	P.	3	..	270	107	22	34	34	..	90	2	..	1	254	99	55	13	..	..	80	8	..	..	96	14	6
3668	Newbigging	P.	3	..	67	30	8	8	8	..	24	1	..	1	96	37	15	3	..	..	38	3	..	..	35	6	0
2844	Wilsontown	P.	3	..	259	147	31	51	73	..	155	2	1	2	382	178	97	22	..	..	76	10	..	..	171	8	3
	CARSTAIRS.			385																									
4138	Carstairs	P.	5	..	191	152	23	55	37	20	135	2	1	..	371	131	72	17	..	..	151	..	..	..	173	15	3
2229	Carstairs Junction	P.	5	..	304	190	39	59	55	21	174	3	1	1	445	123	103	24	..	..	189	..	..	7	216	6	9
	CLARKSTON.			2827																									
2320	*Airdriehill Combination*	P.	5	..	290	130	17	41	40	7	105	1	1	2	329	115	62	14	..	..	110	22	4	2	129	7	6
1151	Caldercruix	P.	2	..	381	326	37	117	106	5	265	3	1	2	673	299	159	..	..	..	182	20	12	2	306	9	0
3706	Clarkston	P.	5	..	620	446	67	135	139	9	350	3	5	3	944	368	210	46	..	..	258	26	..	6	399	9	9
3581	Drumbreck	P.	2	..	297	284	47	87	82	2	218	2	3	2	505	240	131	..	..	..	116	17	..	2	240	11	6
1028	Longrigg	P.	5	..	302	235	39	74	64	4	181	2	3	1	508	191	109	24	..	..	161	22	..	3	200	16	0
5270	Moffat	P.	5	..	156	58	33	17	..	..	50	1	..	..	114	54	32	7	..	..	18	2	..	1	49	12	6
1359	Longriggend, St. Patrick's	R.C.	2	..	358	394	82	106	115	..	308	2	3	3	633	333	175	49	..	53	..	31	..	..	333	11	0
6317	Whiterigg	R.C.	2	..	260	258	77	75	91	..	248	3	2	..	708	259	150	72	..	221	..	7	..	..	263	9	9
	COVINGTON & THANKERTON.			58																									
3041	Covington	P.	4	..	79	49	4	17	17	5	43	1	..	1	205	59	26	6	8	..	104	..	2	..	65	16	9
	CRAWFORD.			150																									
3809	Crawford	P.	4	..	128	52	5	24	23	..	52	2	..	..	289	74	34	58	..	..	123	..	..	..	73	6	9
1593	Daer and Powtrail	P.	4	..	30	18	2	8	4	1	15	1	..	..	99	34	11	2	..	..	52	..	..	..	31	14	0
1112	Summit	P.	4	..	53	40	7	11	13	..	31	1	..	..	111	39	13	3	..	..	56	..	..	..	49	12	9

List of Schools aided from Parliamentary Grant—*Continued*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.				Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1903–1904.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902–1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.														
							£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	LANARK—*contd.*																							
	CRAWFORDJOHN.			134																				
2823	Abington	P.	4	..	83	58	7	14	23	5	49	2	1	..	229	68	31	7	..	..	123	..	..	..	73 13 3
3838	Crawfordjohn	P.	4	..	105	55	4	13	25	5	47	1	..	..	188	70	31	7	..	..	81	..	..	..	69 15 3
1835	Whitecleuch	P.	4	..	40	15	..	7	2	3	12	1	..	..	64	26	6	1	..	..	31	..	..	..	28 9 3
	CULTER.			60																				
646	Culter	P.	4	..	88	66	9	25	21	4	59	2	..	..	252	48	26	56	1	..	122	..	..	..	72 1 3
	DALSERF.			1075																				
2526	Dalserf	P.	9	..	218	270	34	88	97	..	219	3	2	2	712	284	151	..	..	..	257	21	..	..	248 14 10
6244	Netherburn	P.	9	..	282	222	40	81	73	..	194	2	2	3	330	86	49	..	..	..	190	3	..	2	164 16 2
1350	Shawsburn	P.	9	..	420	518	72	175	173	3	423	5	3	3	1019	499	285	..	..	..	198	42	..	..	489 11 7
	DALZIEL § 67.			8244																				
3043	Craigneuk	P.	9	..	1117	849	145	304	283	4	736	15	1	5	1911	792	421	..	..	..	656	31	4	7	833 3 8
3078	Dalziel	P.	9	..	997	1047	149	393	367	..	909	16	..	5	2341	994	523	..	..	..	723	84	10	7	1035 13 6
3932	Hamilton Street	P.	9	..	644	640	105	221	237	..	563	9	2	5	1447	633	333	..	..	..	420	38	22	2	645 3 4
6185	High	P.	6	..	1150	1040	220	364	304	45	933	17	2	3	2155	930	498	109	..	..	530	87	..	1	1191 18 5
6185 H.G	High, H.G.	H.G.	6	..	381	260	..	..	5	222	227	8	2	..	2065	893	126	26	..	..	299	42	673	6	1067 8 3
4744	Merry Street	P.																							
3725	Milton Street	P.	9	..	1090	1245	245	422	464	..	1131	19	..	3	2395	1223	655	..	..	..	449	43	24	1	1311 9 7
1413	Muir Street	P.	9	..	636	510	86	149	179	8	422	10	..	2	1234	471	256	..	..	..	483	14	6	3	480 3 9
1810	Craigneuk	R.C.	1	..	684	681	111	247	225	..	583	10	1	4	1456	618	336	..	..	..	470	32	..	1	649 10 10
178	Motherwell	R.C.	10	..	828	708	143	211	219	..	573	8	5	6	1341	624	361	77	..	214	..	58	8	..	644 5 1
					1035	1051	160	274	348	52	834	5	13	4	2239	1023	464	129	..	466	..	32	126	..	1011 0 0

	DOLPHINTON.			56																									
1095	*Dolphinton*	P.	5	..	82	56	7	20	22	3	52	2	..	..	224	63	30	57	50	..	11	..	..	14	71	8	6		
	DOUGLAS.			441																									
236	Douglas	P.	5	..	368	303	56	97	84	28	265	4	1	2	760	278	149	34	..	..	275	20	4	..	346	9	5		
3728	Stablestone	P.	5	..	130	93	15	27	32	8	82	1	..	2	277	87	47	11	..	..	130	2	..	..	98	12	6		
	DOUGLAS WATER § 67.			64																									
6414	Douglas Water	P.	5	..	450	321	70	119	88	14	291	4	1	1	655	308	169	39	..	..	100	38	..	..	331	10	6		
	DUNSYRE.			47																									
243	Dunsyre	P.	5	..	46	40	11	10	12		35	1	..	..	176	48	19	4	..	..	104	2	..	..	54	18	0		
	EAST KILBRIDE.			618																									
2723	Auldhouse	P.	3	..	100	68	6	24	31	..	61	1	1	..	230	86	40	9	..	..	86	9	..	..	78	14	0		
3582	East Kilbride	P.	3	..	326	306	33	97	120	19	269	5	4	2	973	383	178	41	..	..	334	38	..	..	345	9	10		
1191	Jackton	P.	3	..	88	55	8	20	21	..	49	1	..	..	199	51	28	6	..	..	103	10	..	..	53	12	9		
3468	Maxwellton	P.	3	..	106	59	8	10	35	..	53	1	1	..	228	61	32	47	..	..	84	3	..	..	59	10	3		
	GLASGOW (Burgh).			114895																									
2574	Abbotsford	P.	2	..	1826	1892	201	564	750	78	1593	31	..	4	4650	1953	962	..	..	..	1692	44	..	..	1973	3	0		
4856	Adelphi Terrace	P.	10	..	1377	1209	164	384	474	..	1022	21	..	1	3510	1132	573	..	..	..	1772	28	..	4	1177	16	5		
2027	Alexander's	P.	5	..	927	646	82	194	260	..	536	12	1	..	2100	688	368	84	..	..	948	12	..	..	609	6	5		
5479	Alexandra Parade	P.	1	..	1485	1545	202	627	446	21	1296	22	..	6	3385	1622	806	..	..	..	928	29	..	..	1599	0	4		
2558	Anderston	P.	1	..	886	648	85	193	258	..	534	11	1	2	1830	638	328	..	11	..	829	23	..	..	625	10	9		
2239	Annfield	P.	3	..	1500	1408	192	479	508	18	1197	23	..	4	3328	1450	757	174	..	..	894	52	..	..	1464	19	10		
1101	Barrowfield	P.	10	..	1059	1012	137	332	365	..	834	16	..	3	2467	948	484	..	..	..	1014	22	..	..	969	9	1		
4468	Bishop Street	P.	3	..	1380	1025	148	323	412	..	883	17	..	6	2599	1064	526	124	..	..	849	35	..	..	1037	4	0		
2287	Bridgeton *(now closed)*	P.	11	..	331	305	34	101	112	..	247	6	..	..	963	291	154	..	..	..	495	15	..	8	282	3	10		
1105	Calton	P.	11	..	1512	1257	144	399	505	..	1048	21	..	4	2939	1201	626	..	..	..	1071	41	..	..	1231	11	7		
88	Camlachie	P.	10	..	1368	863	100	281	337	..	718	16	..	2	2431	870	485	..	..	..	1051	19	..	7	859	17	3		
1334	Camden Street	P.	1	..	1570	1756	182	641	660	38	1521	29	..	3	4256	1811	958	..	..	..	1448	40	..	..	1886	11	3		
160	Campbellfield	P.	2	..	876	784	99	247	305	..	651	14	..	4	2206	783	419	..	..	..	986	17	..	..	750	17	8		
1197	Centre Street	P.	1	..	1519	1360	150	452	540	..	1142	24	..	3	3259	1357	730	..	..	..	1125	47	..	..	1300	12	4		
1102	Crookston Street	P.	1	..	1757	1848	218	549	700	47	1514	30	..	8	4394	1756	908	..	..	..	1676	54	..	..	1835	16	10		
2555	Dalmarnock	P.	2	..	1309	1346	190	432	490	19	1131	23	..	4	3370	1271	685	..	..	..	1378	36	..	..	1354	18	0		
1181	Dennistoun	P.	1	..	1489	1431	202	507	455	17	1181	25	..	3	3627	1378	757	..	..	..	1453	39	..	..	1405	16	1		
4306	Dobbies Loan	P.	10	..	1175	1072	174	326	423	..	923	18	..	7	2814	1057	580	..	..	..	1148	30	..	..	1073	6	5		
841	Dovehill	P.	11	..	1205	905	130	266	339	..	725	16	1	..	2244	863	436	..	28	..	893	24	..	..	838	10	3		
6010	Dunard Street	P.	10	..	1440	1312	241	489	366	5	1101	23	..	6	3043	1158	685	..	..	..	1174	26	..	..	1261	8	5		
6379	Elmvale	P.	9	..	1440	665	161	218	184	3	566	17	..	1	1334	420	267	..	..	..	630	16	..	..	611	8	11		
4492	Finnieston	P.	1	..	1219	1153	190	388	436	14	1028	22	2	5	3173	1249	753	..	..	..	1140	30	..	..	1343	7	11		
4442	Freeland	P.	2	..	395	394	45	123	175	..	343	7	..	3	955	410	219	..	..	..	318	8	..	..	403	12	9		
6265	Garnetbank	P.	9	..	727	594	102	220	179	..	501	10	..	5	1624	515	305	..	..	..	787	16	..	1	558	9	5		
5436	Golfhill	P.	9	..	1458	275	99	87	40	2	223	13	..	1	815	..	45	..	..	..	769	1	..	..	220	1	5		
2007	Gorbals	P.	2	..	1355	1333	165	426	546	..	1137	22	..	5	3934	1373	677	..	..	..	1871	62	..	..	1353	1	8		
889	Greenside Street	P.	3	..	817	865	93	200	322	..	705	14	..	3	2145	882	448	104	..	..	682	29	..	..	813	8	7		

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1903–1904.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10 (Senior Division).	Above 10 (Supplementary Courses of Higher Grade Schools).	Total.	Certificated.	Assistant Teachers (Art. 70).	Pupil Teachers.		Annual Grant, 1902-1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Sch o's and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
							£	£	£	£	£				£	£	£	£	£	£	£	£	£	£	£ s. d.
	LANARK—*contd.*																								
	GLASGOW (Burgh)—*cont.*																								
940	Grove Street	P.	9	..	1265	1343	164	401	582	3	1150	24	..	4	3355	1356	724	..	..	..	1201	58	..	16	1365 10 6
6474	*Haghill	P.	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
6453	Hayfield	P.	6	..	600	419	117	134	87	..	338	10	..	..	1037	..	122	38	..	..	875	3	..	..	330 3 4
269	Henderson Street	P.	2	..	986	739	78	215	318	..	611	13	..	2	2063	792	392	..	..	..	861	19	..	..	709 19 1
2078	Hozier Street	P.	12	..	918	847	108	260	310	..	678	14	..	2	2272	762	420	..	..	..	1067	19	..	5	785 15 4
385	John Street, Bridgeton	P.	6	..	1277	1643	176	552	760	..	1488	27	..	10	4659	1914	913	209	..	..	1570	54	..	..	1839 10 4
385 H.G.	¶John Street, Bridgeton H.G.	H.G. P.	6	..	435	275	..	..	..	259	259	10	..	..	1808	594	100	23	..	..	544	98	450	..	896 12 4
4045	Kay	P.	2	..	551	435	55	125	181	..	361	10	..	1	1466	457	242	..	..	..	746	9	..	12	419 15 11
4545	Kelvinhaugh	P.	12	..	1013	622	88	186	238	..	512	12	..	5	2036	614	330	..	..	..	1070	22	..	..	589 1 6
1103	Kennedy Street	P.	11	..	1643	1580	226	561	548	21	1356	29	..	5	3938	1628	852	..	..	..	1413	45	..	..	1637 0 8
705	Kent Road	P.	6	..	1456	1664	181	531	785	..	1497	29	..	3	4382	1923	930	213	..	..	1301	15	..	..	1817 7 4
705 H.G.	¶Kent Road, H.G.	H.G. P.	6	..	358	201	..	..	..	184	184	7	..	..	1331	473	80	18	..	..	513	67	180	..	626 15 2
4484	Keppochhill	P.	2	..	1246	789	118	235	307	6	666	16	..	3	2286	741	418	..	..	..	1096	28	..	3	781 10 4
3968	Martyrs'	P.	12	..	1015	1000	118	354	387	..	859	16	..	5	2630	1044	539	..	..	..	1003	36	..	7	1017 19 6
1855	Mathieson Street	P.	12	..	900	947	124	338	364	12	838	15	..	5	2126	1021	500	..	..	..	574	30	..	..	1022 1 6
273	Milton	P.	11	..	1140	1085	133	333	445	..	911	19	..	2	2737	1023	566	..	..	..	1125	23	..	..	1064 10 0
4644	Napiershall	P.	1	..	1392	1432	193	429	549	48	1219	22	..	6	3746	1531	743	..	..	..	1435	36	..	..	1535 13 3
5650	Newlands	P.	1	..	1472	1494	129	547	612	17	1305	24	..	2	3383	1620	837	..	..	..	890	37	..	..	1572 14 7
2512	Oakbank	P.	2	..	1534	1518	196	479	576	..	1251	24	..	5	3981	1456	783	..	..	..	1698	44	..	..	1450 6 7
1107	Oatlands	P.	5	..	1800	1588	169	505	683	15	1372	31	..	4	5259	1746	902	207	..	..	2363	42	..	..	1704 10 10
1576	Overnewton	P.	1	..	975	930	147	321	313	6	787	17	..	5	2845	969	499	..	..	..	1359	18	..	..	929 9 0
4548	Parkhead	P.	3	..	1213	1284	164	440	489	29	1122	22	..	2	3165	1355	695	162	..	..	925	27	..	..	1331 13 2
2026	Petershill	P.	3	..	1201	1317	186	422	522	33	1163	23	..	3	3384	1400	681	157	..	..	1114	32	..	..	1453 9 3
6431	Provanside	P.	6	..	1256	1343	179	411	574	..	1164	22	..	1	3500	1387	702	161	..	..	1215	35	..	..	1350 13 4
6431 H.G.	¶Provanside, H.G.	H.G. P.	6	..	180	119	..	..	..	105	105	5	..	..	1036	218	40	9	..	..	536	53	180	..	316 1 9
6440	Quarry Brae	P.	9	..	248	81	53	39	24	..	116	5	..	..	482	..	21	..	..	..	461	..	..	..	88 11 10
4014	Queen Mary Street	P.	3	..	1130	1221	163	395	459	17	1034	20	..	6	2770	1224	623	145	..	..	742	36	..	..	1237 14 6
3767	Rockvilla	P.	12	..	926	674	101	231	252	..	584	13	..	2	1855	663	369	..	..	..	802	21	..	..	673 5 1
4311	Rosemount	P.	2	..	1203	950	150	321	331	..	802	17	..	1	2292	950	531	..	..	..	783	28	..	..	938 19 1

2899	Rose Street	P.	3	..	686	679	80	222	247	..	549	14	..	1	2020	654	331	78	..	..	933	24	..	..	630	11	6
1198	Rumford Street	P.	10	..	1220	1286	170	425	503	..	1008	22	..	4	3268	1207	648	..	..	..	1389	24	..	..	1264	15	4
4559	St. David's	P.	2	..	359	613	99	203	222	..	524	12	..	3	1589	645	335	..	..	..	595	15	..	..	610	8	9
4547	St. George's Road	P.	4	..	1546	1424	167	424	568	62	1221	25	..	7	3860	1635	783	178	..	..	1228	36	..	..	1567	2	2
2295	St. James'	P.	10	..	1396	1241	177	386	471	13	1047	19	1	4	2671	1109	614	..	..	..	861	27	..	..	1241	16	10
4503	St. Rollox	P.	1	..	807	813	122	264	319	..	705	14	..	3	1983	833	442	..	..	..	687	22	..	..	820	8	1
3904	Shield's Road	P.	11	..	894	918	122	334	391	11	858	16	..	7	2259	1016	519	..	..	..	701	22	..	..	1014	4	1
6403	Sir J. Neilson Cuthbertson	P.	9	..	612	496	107	176	147	..	430	9	..	3	1336	384	190	..	..	..	756	6	..	..	471	14	1
4156	Springbank	P.	3	..	1256	1079	184	300	442	..	926	19	..	3	2687	1159	591	136	..	..	770	31	..	..	1071	8	6
1099	Springburn	P.	3	..	1507	1536	190	510	601	31	1332	26	..	7	3641	1717	836	191	..	..	829	66	..	1	1663	10	6
14	Springfield	P.	10	..	1628	1815	286	630	642	22	1580	30	1	3	3761	1779	939	..	..	..	1002	41	..	..	1883	15	4
6472	*Strathclyde	P.	11	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
1100	Thomson Street	P.	12	..	1534	1365	158	464	535	..	1157	28	1	4	3539	1394	684	..	..	..	1419	41	..	..	1366	6	2
878	Townhead	P.	3	..	1299	1350	170	459	490	28	1147	24	..	4	3393	1380	690	162	..	..	1106	55	..	1	1427	19	4
2943	Tureen Street	P.	2	..	1373	1223	173	411	527	17	1128	22	..	4	3605	1393	715	..	..	..	1444	53	..	..	1370	6	11
4731	Washington Street	P.	1	..	1500	1255	162	412	466	22	1062	22	..	4	3539	1242	645	..	..	..	1619	33	..	..	1284	19	9
2645	Wellpark	P.	1	..	683	727	105	227	285	..	617	10	..	3	2082	843	484	..	..	..	729	26	..	..	723	19	0
4802	Whitehill	P.	6	..	1199	875	..	64	705	..	769	16	..	1	3139	1119	495	114	..	..	1388	..	..	23	1011	11	3
4802 H.G.	¶Whitehill, H.G.	H.G.	6	..	381	477	..	..	..	425	425	16	..	..	3022	1255	207	47	..	..	530	282	700	..	1585	15	0
		P.																									
6392	Willowbank	P.	9	..	930	392	67	118	141	3	329	9	..	2	1423	443	175	..	..	..	796	9	..	..	875	14	3
2146	Wolseley Street	P.	12	..	1676	1318	195	462	464	12	1133	24	..	1	3118	1316	729	..	..	..	1034	39	..	..	1300	2	4
6433	Woodlands, Institute for Defective Children	P.	9	..	146	35	..	21	8	..	29	3	..	..	208	..	32	..	..	..	177	..	..	..	73	4	4
932	Woodside	P.	6	..	1662	1546	160	378	809	..	1847	27	1	5	4373	1751	833	191	..	..	1549	36	..	18	1675	11	6
932 H.G.	¶Woodside, H.G.	H.G.	6	..	362	266	..	..	..	239	239	11	..	..	1884	568	112	26	..	..	558	131	440	..	709	10	0
		P.																									
4479	Normal Practising. G. A.	C.S.	3	..	1028	684	77	206	256	35	574	13	..	6	1710	738	370	177	150	..	..	19	..	527	713	9	6
2406	United Normal and Model	F.C.	4	..	1035	624	89	210	235	17	551	12	1	7	1841	690	340	163	150	..	..	..	..	584	658	8	8
8884	St. Mary's	E.	4	..	426	481	68	132	190	..	385	5	2	2	1039	438	282	111	..	206	..	39	..	..	432	17	4
472	Bridgeton, Sacred Heart	R.C.	10	..	1543	1566	226	523	533	..	1282	15	9	9	2712	1329	747	181	..	454	..	..	..	..	1423	7	3
4389	Calton, St. Mary's	R.C.	2	..	1955	2057	298	734	701	..	1733	19	12	15	4261	1897	1004	251	27	964	..	119	..	..	1963	6	8
5622	¶Our Lady and St. Francis	R.C.	6	..	559	225	41	44	45	73	208	4	2	..	890	249	..	48	..	200	..	192	178	..	346	16	8
5622 H.G.	*Our Lady and St. Francis, H.G.	H.G.	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
		R.C.																									
1486	Parkhead, St. Michael's	R.C.	10	..	845	842	193	283	268	..	744	7	6	3	1565	746	283	102	..	389	..	46	..	..	821	8	10
4055	St. Aloysius, Milton Street	R.C.	9	..	1195	870	182	266	284	..	732	6	11	10	1682	784	420	104	..	261	..	53	..	..	822	18	6
822	St. Alphonsus	R.C.	10	..	1273	956	159	335	325	..	819	12	6	6	1994	848	456	114	13	554	..	51	..	..	909	19	3
2794	St. Andrew's	R.C.	4	..	1141	1073	168	364	418	..	950	11	7	9	2320	1000	541	259	9	418	..	93	..	..	1059	2	2
6348	St. Anne's	R.C.	9	..	1030	969	165	278	341	..	784	11	5	2	1712	805	417	104	..	368	..	19	..	..	854	5	9
174	St. Columba's	R.C.	2	..	888	755	105	242	266	..	613	6	7	11	1581	700	406	83	..	319	..	62	..	..	702	14	6
4062	St. Francis'	R.C.	3	..	1810	2015	247	693	666	..	1606	23	12	11	4215	1800	982	471	..	872	..	106	..	8	1788	15	10
2476	St. John's	R.C.	2	..	1546	1469	154	540	559	..	1253	14	10	7	3072	1370	741	178	..	728	..	56	..	..	1385	0	7
2737	St. Joseph's	R.C.	2	..	1002	1175	204	411	387	..	1002	8	12	12	1978	1074	620	130	..	54	..	43	..	..	933	1	5
6469	†St. Martin's	R.C.	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2475	St. Mungo's	R.C.	3	..	1828	2212	346	714	848	..	1908	22	8	13	4411	2032	1098	526	.	413	..	136	..	..	2138	19	3
449	¶St. Mungo's Academy	R.C.	6	..	351	99	4	22	65	..	91	4	..	..	658	85	..	28	..	274	..	259	..	14	96	14	8
449 H.G.	St. Mungo's Academy, H.G.	H.G.	6	..	287	102	..	..	1	93	94	5	..	..	1094	178	..	27	..	99	..	201	200	22	329	0	11
		R.C.																									
8167	St. Patrick's	R.C.	2	..	2254	1932	362	605	618	..	1585	18	17	16	4214	1654	1000	193	..	1278	..	89	..	..	1742	5	0
4855	Springburn, St. Aloysius	R.C.	10	..	717	879	170	276	287	..	733	9	4	5	1631	811	454	107	..	186	..	73	..	..	880	5	9
1955	Asylum for the Blind	..	4	..	..	..	6	13	53	..	72	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2003	Buchanan Institution	..	10	..	416	347	21	100	193	6	320	7	1	..	1298	373	185	45	694	..	..	..	..	..	434	1	9
4754	Deaf and Dumb Institution	..	5	..	..	..	1	33	116	..	150	..	..	..	..	..	..	..	..	..	..	..	..	..	408	15	11
																									798	8	9

* New School—Grant to run as from 1st August, 1904.

† New School—Grant to run as from 1st March, 1904.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1903–1904.
							Under 7 (Infants.)	Above 7 and under 10 (Junior Division).	Above 10			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902–1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowments.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.														
							£	£	£	£	£				£	£	£	£	£	£	£	£	£	£	£ s. d.
	LANARK—*contd.*																								
	GLASSFORD.			260																					
1118	Chapelton	P.	1	..	188	94	11	25	41	..	77	2	..	..	258	94	55	..	..	..	109	..	..	..	85 9 3
3158	Glassford	P.	1	..	148	149	26	52	46	4	128	2	..	2	348	133	75	..	..	..	140	..	..	..	145 18 6
	GOVAN.			37791																					
4030	Abraham Hill's Trust	P.	2	..	820	820	119	268	303	..	690	14	..	10	1977	827	410	..	..	..	719	22	..	..	820 14 11
1824	¶Bellahouston Academy	P.	6	..	1133	659	86	233	254	..	573	13	4	..	2059	669	359	80	..	..	212	739	..	..	649 1 6
1824 H.G.	¶Bellahouston Acad. H.G.	H.G. P.	6	..	347	242	..	..	..	212	212	8	..	..	2049	558	95	21	..	..	573	266	537	..	727 15 8
2099	Broomloan Road	P.	10	..	1742	1353	235	405	520	..	1160	21	..	13	3288	1326	676	..	..	..	1219	66	..	..	1357 12 10
4286	Copeland Road	P.	12	..	1040	1179	178	416	438	17	1049	18	1	12	3117	1296	654	..	..	..	1116	51	..	..	1341 9 7
5865	Dowanhill	P.	2	..	1579	1541	217	487	626	9	1339	24	1	12	3877	1574	811	..	..	..	1462	30	..	..	1585 4 6
6205	Elderpark	P.	6	..	1304	1405	231	458	552	..	1241	23	2	9	3391	1429	732	170	..	..	1003	57	..	..	1426 10 9
382	Fairfield	P.	6	..	1775	1735	230	571	646	89	1536	29	6	13	4501	2217	1115	..	..	..	877	44	..	248	3318 14 5†
382 H.G.	* Fairfield, H.G.	H.G. P.	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
2028	Govanhill	P.	12	..	1010	1129	135	382	425	33	975	17	2	13	2870	1134	585	..	..	..	1129	22	..	..	1212 1 9
2435	Govanhill, Calder Street	P.	10	..	950	1014	114	372	405	..	891	16	3	10	2660	981	500	..	..	..	1154	24	..	..	1038 18 2
6429	Greenfield	P.	6	..	1312	1064	210	336	341	..	887	18	..	10	2946	707	451	102	..	..	1655	30	..	..	1040 2 5
925	Harmony Row	P.	10	..	1012	1067	148	313	458	..	919	16	1	12	2443	1069	548	..	..	..	798	27	..	..	1102 9 8
615	¶Hillhead	P.	5	..	867	746	77	221	310	..	608	13	4	..	2170	652	344	79	..	..	24	1072	..	..	690 4 0
1208	Kinning Park	P.	12	..	1322	1434	164	476	566	10	1216	21	1	13	3469	1484	793	..	..	..	1165	28	..	..	1447 12 6
3965	Lambhill Street	P.	12	..	1514	1460	146	488	567	10	1211	22	4	12	3734	1426	788	..	..	..	1484	36	..	..	1440 5 11
5255	Lorne Street	P.	12	..	1436	1590	206	525	599	45	1375	24	6	10	3855	1596	837	..	..	..	1379	42	..	..	1687 17 8
3320	Partick, Anderson Street, Class for Crippled Children	P.	6	..	120	34	7	14	8	..	29	2	..	..	416	..	..	..	..	..	415	1	..	..	51 19 2
1717	Partick, Church Street	P.	1	..	682	562	72	196	214	15	497	11	..	6	1956	620	308	..	..	..	1007	22	..	..	625 8 8
900	¶Partick, Hamilton Crescent	P.	6	..	737	567	67	177	214	..	458	10	3	..	1871	524	293	64	..	..	318	671	..	..	521 0 9
900 H.G.	¶Partick, Hamilton Crescent H.G	H.G. P.	6	..	293	223	..	..	..	201	201	9	..	..	1878	483	97	21	..	..	683	182	412	..	612 14 2
1098	Partick, Rosevale Street	P.	3	..	828	976	167	357	347	..	871	15	2	11	2328	957	486	116	..	..	744	24	..	..	1007 9 9
4803	Partick, Stewartville	P.	2	..	1433	1401	180	488	576	..	1244	21	2	11	3270	1459	766	..	..	..	1006	39	..	..	1472 0 11
6272	Partick, Thornwood	P.	6	..	1432	1350	194	449	522	22	1187	19	5	8	3270	1224	660	144	..	..	1203	38	..	..	1407 13 8

1848	Pollokshields	P.	1	..	788	648	89	176	288	..	553	12	3	4	2273	698	380	..	..	..	1171	24	..	..	694	13	0
1022	¶Pollokshields, Albert Road	P.	6	..	627	576	40	182	257	..	479	9	2	..	1918	599	307	70	..	..	286	655	..	..	567	7	1
1022	¶Pollokshields, Albert	H.G.	6	..	181	135	..	..	..	120	120	8	..	..	1526	376	69	15	..	..	532	177	356	..	444	6	0
H.G.	Road, H.G.	P.																									
99	Polmadie	P.	11	..	1184	736	119	233	296	..	648	12	1	9	2273	731	378	..	..	..	1131	34	..	..	772	8	10
1758	Rutland Crescent	P.	1	..	978	1002	117	322	406	10	855	15	1	8	2526	1045	549	..	..	..	899	33	..	..	1038	1	10
5648	Strathbungo	P.	6	..	1438	1230	132	368	560	..	1060	20	3	13	4076	1294	664	152	..	..	1925	41	..	..	1269	3	2
5648	Strathbungo, H.G.	H.G.	6	..	340	122	..	..	..	106	106	6	..	..	1333	362	59	13	..	..	517	4	378	..	392	0	8
H.G.		P.																									
614	Whiteinch	P.	1	..	1447	1546	222	550	587	24	1388	27	..	11	3416	1544	821	..	..	..	1005	46	..	..	1657	16	6
6113	¶Dowanhill Practising	R. C.	6	..	216	96	13	26	39	..	78	2	1	..	350	35	..	44	..	20	..	76	..	105	79	19	8
6113	¶Dowanhill Practising H.G.	H.G.	6	..	185	80	..	..	..	59	59	3	1	..	375	93	..	22	..	20	..	60	12	105	176	18	5
H.G.		R. C.																									
534	St. Anthony's	R. C.	10	..	1143	1091	121	384	404	..	909	13	8	10	1948	1035	557	133	..	233	..	69	..	..	1025	15	0
6011	St. Saviour's	R. C.	9	..	862	810	137	243	256	..	636	7	5	4	1449	676	383	84	..	259	..	36	..	..	692	10	6
107	Govanhill, Holy Cross	R. C.	10	..	531	424	57	150	155	..	362	3	6	2	1001	386	217	51	4	307	..	36	..	..	414	9	6
1110	Kinning Park, Our Lady & St. Margaret's	R. C.	9	..	1305	1216	159	367	444	..	970	15	7	5	2236	1112	598	145	..	238	..	98	..	..	1119	14	3
4521	Partick, St. Peter's	R. C.	4	..	1505	1482	390	445	474	22	1241	17	9	13	3058	1853	743	171	..	688	..	103	..	..	1452	12	6
	HAMILTON (Burgh) § 67.			4011																							
4738	¶Academy (Elemy. Dept.)	P.	5	..	185	152	30	83	28	..	141	3	..	..	609	143	78	18	..	..	165	206	..	..	154	7	9
2343	Beckford Street	P.	9	..	842	897	176	286	309	12	783	16	..	..	2124	885	452	..	..	..	887	..	..	..	919	0	5
3938	Bent Road	P.	9	..	654	764	115	259	290	5	669	13	2	8	1825	748	399	..	..	..	678	..	..	..	776	14	4
4578	St. John's, Grammar	P.	11	..	636	652	106	190	200	80	576	12	2	7	1839	711	351	..	..	..	607	..	169	..	800	7	11
2344	Townhead	P.	11	..	993	768	104	274	271	10	659	13	1	6	2014	758	387	..	..	..	869	..	..	..	782	16	4
4197	Hamilton	R.C.	11	..	686	638	133	222	210	..	566	4	7	6	1207	501	269	69	..	335	..	33	..	..	621	16	6
	HAMILTON (Landward).			4473																							
6449	*Auchentibber*	P.	11	..	119	70	49	14	..	..	63	1	1	..	101	..	..	..	..	..	100	..	..	..	39	8	8
2141	Beechfield	P.	10	..	68	44	7	12	19	..	38	1	..	..	175	39	24	..	..	..	113	..	..	..	41	15	3
1426	Berniegair	P.	9	..	464	376	76	125	130	..	331	6	3	..	880	351	196	..	..	..	331	..	2	..	362	18	4
6399	Glenlee	P.	10	..	996	857	155	272	290	12	729	15	4	4	2568	992	424	..	..	..	1088	56	8	..	831	18	8
326	Greenfield	P.	10	..	1265	871	166	286	282	11	745	15	3	3	2274	756	231	..	6	..	1264	..	8	9	857	4	0
1712	Low Waters	P.	6	..	1021	763	147	277	272	..	696	13	2	3	1832	779	278	95	..	..	646	34	..	..	772	5	9
1712	Low Waters, H.G.	H.G.	6	..	111	73	..	..	..	67	67	2	1	..	572	181	23	7	..	..	158	27	195	..	234	12	6
H.G.		P.																									
3576	Quarter	P.	9	..	337	319	43	109	117	..	274	4	3	..	723	328	179	..	..	..	216	..	..	..	305	3	1
4913	Burnbank	R.C.	9	..	650	382	83	116	113	..	312	3	3	6	807	324	172	44	..	254	..	16	..	..	337	8	5
1262	Cadzow	R.C.	11	..	386	398	42	133	156	..	331	4	2	1	813	373	215	51	..	156	..	17	..	..	364	12	6
	LANARK (Burgh) § 67.			984																							
1861	Burgh	P.	6	..	318	204	31	66	65	20	182	1	2	3	514	222	110	25	10	..	140	7	..	..	231	12	11
3253	Grammar	P.	6	..	605	643	118	222	238	..	578	8	3	15	1502	672	345	77	26	..	291	90	..	..	713	8	5
3253	Grammar H.G.	H.G.	6	..	229	117	..	..	..	102	102	4	1	..	919	378	58	13	140	..	..	..	337	..	399	10	6
H.G.		P.																									
3906	Lanark	R.C.	6	..	463	279	63	73	101	5	242	2	4	2	649	285	142	68	..	155	..	18	..	..	272	6	9

* New School.—Grant to run as from 1st August, 1904. † Grant for 21 months.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during Year.	Actual Average Attendance of Scholars.				Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1903–1904.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.						Annual Grant, 1902–1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.										
							£								£	£	£	£	£	£	£	£	£	£ s d.
	LANARK—*contd.*																							
	LANARK (Landward)			851																				
1019	Nemphlar	P.	4	..	53	47	9	20	14	..	43	1	..	..	105	41	23	5	..	..	36	..	..	..	46 4 6
4152	New Lanark	P.	5	..	193	155	29	43	68	..	140	2	1	..	405	159	86	20	..	..	140	..	..	..	153 1 6
1334	Smyllum	R.C.	5	..	686	444	74	144	201	19	438	6	3	3	1127	505	264	127	..	215	..	16	..	..	531 14 10
4756	Smyllum, Blind and Deaf Mutes	R.C.	4	..	..	..	12	14	41	..	67	..	..	..	..	..	..	..	..	..	..	..	..	..	354 7 6
	LARKHALL § 67.			2693																				
765	Academy	P.	6	..	1097	1212	152	391	351	140	1034	15	3	11	2497	1004	457	..	..	..	821	9	206	..	2195 0 3†
765 H.G	*Academy, H.G.	H.G.	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
		P.																						
3829	Dike Street	P.	12	..	260	301	53	120	85	..	258	3	2	3	624	278	148	..	..	..	194	4	..	..	286 6 9
4010	Glengowan	P.	12	..	350	382	60	151	118	..	329	4	..	3	812	378	190	..	..	..	241	3	..	..	375 6 10
1337	Muir Street	P.	12	..	350	471	76	165	146	..	387	4	..	6	903	494	272	..	..	..	136	1	..	..	432 0 0
4293	Larkhall	R.C.	12	..	276	261	45	103	84	..	232	2	2	2	636	205	131	30	..	248	..	23	..	..	256 1 0
	LEADHILLS § 67.			202																				
2239	Leadhills	P.	4	..	261	194	21	59	79	8	167	2	2	1	429	184	98	23	..	..	53	..	..	71	201 13 9
	LESMAHAGOW.			2345																				
2445	Auchipheath	P.	2	..	165	154	24	55	50	..	129	2	1	..	330	134	77	..	..	..	118	..	..	..	140 2 0
477	Bellfield	P.	2	..	372	390	39	126	137	..	302	4	1	3	768	344	192	..	..	..	231	..	..	..	310 13 3
2353	Bent	P.	2	..	148	116	20	42	38	..	100	2	..	..	236	101	58	..	..	..	77	..	..	..	129 17 6
1122	Blackwood	P.	2	..	413	309	47	110	106	..	263	5	..	1	640	272	160	..	..	..	206	..	2	..	295 8 6
518	Hawksland	P.	2	..	105	52	8	20	16	..	44	2	..	..	190	57	23	..	..	..	110	..	..	..	62 14 0
2601	Kirkfield Bank	P.	4	..	196	168	26	52	59	..	137	2	1	..	354	150	82	19	..	..	103	..	..	..	149 7 3
521	Lesmahagow, Senior	P.	6	..	251	210	..	19	168	..	187	3	..	1	411	136	76	30	..	..	169	..	..	..	208 7 7
521 H.G	Lesmahagow, Senior, H.G.	H.G.	6	..	141	69	..	..	..	53	53	2	..	..	388	..	13	..	..	..	287	..	87	..	169 13 2
		P.																						
2281	Lesmahagow, Junior	P.	2	..	317	337	92	164	39	..	295	4	1	2	617	292	178	..	..	..	130	..	..	17	320 6 6
3049	Underbank	P.	2	..	237	213	38	70	63	..	171	3	..	2	516	190	101	..	..	..	224	..	..	..	184 5 3
476	Waterside	P.	2	..	105	43	11	15	13	..	39	1	..	2	210	56	22	..	..	..	133	..	..	..	56 9 3

1997	Blackwood	R.C.	2	..	139	100	11	30	35	..	76	1	1	..	187	73	49	13	..	30	.	5	..	..	84 15 9
	LIBBERTON.			82																					
3633	Libberton	P.	3	..	72	29	7	11	7	..	25	1	..	..	156	43	16	4	1	..	89	4	..	..	41 8 9
572	Quothquan	P.	3	..	56	23	3	7	11	..	21	1	..	..	81	31	12	3	1	..	34	..	..	..	33 5 9
	MARYHILL § 67.			9629																					
1304	Eastpark	P.	10	..	1104	1350	277	380	447	..	1104	21	1	6	2966	1088	589	..	..	.	1262	13	14	..	1237 3 5
6296	Gairbraid	P.	10	..	1174	937	173	279	309	..	761	17	..	5	2232	762	448	..	..	..	1007	15	..	..	856 12 0
4478	Maryhill	P.	10	..	802	921	153	295	321	..	769	17	1	4	2350	882	481	..	..	..	958	11	18	..	859 8 10
5875	North Kelvinside	P.	6	..	1342	1228	181	362	424	27	994	19	3	4	2961	1231	631	145	..	..	940	13	..	1	1200 6 6
5875 H.G.	North Kelvinside, H.G.	H.G. P.	6	..	291	169	..	..	8	136	144	4	2	..	865	259	55	12	..	..	262	2	251	24	405 16 0
956	Possilpark	P.	10	..	1113	1335	221	424	465	..	1110	26	1	7	2962	1246	666	..	..	..	1031	18	..	2	1258 12 2
801	Lambhill, St. Agnes'	R.C.	10	..	795	459	82	138	164	..	884	3	6	3	866	464	219	55	6	163	..	18	..	..	428 3 6
3015	Maryhill	R.C.	10	..	1056	896	182	295	295	..	772	7	6	8	1773	788	417	106	8	451	..	3	..	..	869 0 9
6413	St. Charles'	R.C.	9	..	620	563	166	195	202	..	563	7	3	4	1189	586	276	69	..	246	..	20	..	..	616 13 3
	NEW MONKLAND § 67.			2651																					
729	Avonhead	P.	4	..	191	69	16	20	34	..	70	1	..	1	241	88	47	11	..	..	76	19	..	..	76 5 6
908	Gain	P.	4	..	120	74	14	31	21	..	66	1	1	..	185	78	44	10	..	..	45	9	..	..	70 17 3
3850	*Glenboig*	P.	4	..	308	254	50	75	99	..	224	2	2	3	535	256	140	32	..	..	72	30	4	..	250 3 9
840	Greengairs	P.	4	..	339	318	68	106	84	8	266	3	1	2	612	274	152	35	..	..	113	33	..	..	291 18 10
4065	New Monkland	P.	4	..	225	162	30	59	51	..	140	2	1	1	380	158	86	20	..	..	99	18	..	..	164 5 3
3490	Riggend	P.	4	..	173	152	28	45	54	..	127	1	1	2	310	129	73	17	..	..	72	19	..	..	139 14 0
1042	Roughrigg	P.	4	..	297	269	41	86	95	..	232	2	3	1	589	253	142	32	..	..	130	31	..	..	242 16 7
35	Glenboig, Our Lady and St. Joseph's	R.C.	4	..	203	213	33	60	50	..	193	2	2	1	386	155	88	42	..	95	..	5	..	..	177 10 3
4910	Meikle Drumgray	R.C.	4	..	201	135	32	38	45	..	115	1	1	1	302	83	59	28	..	129	..	2	..	..	117 13 5
	OLD MONKLAND.			11485																					
4222	Baillieston	P.	12	..	565	618	124	187	219	..	530	8	1	5	1190	567	306	..	..	..	244	34	..	39	609 13 4
3818	Bargeddie	P.	12	..	369	335	72	108	118	..	298	6	1	3	893	325	181	..	..	..	317	33	..	38	340 3 9
5876	Blairhill	P.	4	..	728	548	97	191	186	..	474	8	1	4	1288	615	308	75	..	..	209	50	25	7	549 9 11
6423	Burnbank Infant †	P.	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	.. ..
3708	Calderbank	P.	1	..	417	320	52	118	118	..	288	6	..	3	786	323	177	..	..	..	284	..	..	1	324 0 10
2438	Coatbridge	P.	6	..	1682	1057	128	300	439	..	917	15	4	3	2615	1369	468	160	..	..	470	153	..	5	1074 17 10
2488 H.G.	Coatbridge, H.G.	H.G. P.	6	..	753	168	..	..	..	110	110	2	1	..	913	320	40	13	..	..	35	..	473	33	401 18 9
2093	Coatbridge, Langloan	P.	2	..	552	558	110	169	205	..	484	5	4	4	1002	568	211	..	..	..	92	3	19	9	505 18 6
5305	Coatdyke	P.	1	..	584	497	63	153	206	..	422	7	1	4	1129	499	241	..	..	..	349	37	..	4	493 17 8
6450	Dundyvan	P.	4	..	576	358	88	111	97	..	296	8	..	3	1066	..	100	32	..	..	904	21	..	8	349 16 1
2619	Gartsherrie Works	P.	2	..	369	408	63	128	135	..	326	6	1	1	926	371	194	..	..	..	294	38	..	30	364 13 7
6460	Greenhill ††	P.	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	.. ..
1385	Mount Vernon	P.	1	..	557	404	69	127	143	..	339	7	..	4	910	363	211	..	..	..	280	42	..	10	393 1 2
3941	Old Monkland	P.	2	..	259	263	55	94	86	..	235	4	1	4	720	270	168	..	..	..	281	..	..	1	255 3 6
1391	West Maryston	P.	1	..	357	303	48	101	100	..	249	6	..	2	824	319	168	..	..	..	289	18	..	30	291 12 10
4626	Whifflet	P.	2	..	619	724	63	298	256	..	617	11	..	2	1697	753	407	..	..	..	470	33	15	20	705 7 8

*New school—Grant to run as from 1st August, 1904. † Grant for 19 months. ‡ Closed 23rd October, 1903—Scholars transferred to Greenhill Public School.
†† New School—Grant to run as from 1st November, 1903.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division).	Above 10. (Supplementary Courses or Higher Grade Schools).	Total.	Number of Teachers. Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School. £	Income of School derived from: Annual Grant, 1902-1903. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools and General Aid Grant. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	Annual Grant paid at end of School Year 1903-1904. £ s. d.
	LANARK—*contd.*																								
	OLD MONKLAND—*contd.*																								
3153	Gartsherrie	C.S.	5	..	659	686	126	210	217	60	613	9	1	6	1776	848	385	185	..	43	..	125	188	3	784 12 7
108	Baillieston, St. Bridget's	R.C.	1	..	460	552	137	167	178	..	482	4	5	3	963	464	286	65	..	152	..	21	..	..	531 19 9
162	Coatbridge, St. Augustine's	R.C.	1	..	1070	1002	224	280	296	..	800	9	5	4	1855	855	495	237	..	469	..	39	16	..	865 6 0
2880	Coatbridge, St. Patrick's	R.C.	5	..	694	678	95	249	244	..	588	7	4	3	1399	658	360	173	..	61	..	33	..	6	656 3 6
921	Tollcross, St. Joseph's	R.C.	1	..	360	393	89	132	115	3	339	2	5	3	714	357	194	50	..	124	..	35	..	..	370 12 6
876	Whifflet	R.C.	1	..	550	590	125	189	174	2	490	3	7	3	1050	572	337	71	..	91	..	49	..	..	523 13 6
	PETTINAIN.			50																					
3147	Pettinain	P.	3	..	64	36	2	16	14	2	34	1	..	..	130	49	22	5	..	..	54	..	..	..	50 12 6
	RUTHERGLEN (Burgh and Landward). § 67.			4485																					
4100	Burgh	P	9	..	1000	503	84	169	173	..	426	8	4	3	1441	415	223	..	40	..	763	..	..	..	490 1 10
799	Eastfield	P.	9	..	604	428	88	116	164	..	368	6	4	1	1137	363	196	..	..	..	570	7	..	..	413 16 6
883	Farie Street	P.	9	..	1100	991	174	329	307	3	813	14	7	3	2140	887	489	..	..	..	763	..	..	..	908 2 1
3876	Macdonald	P.	9	..	890	915	158	301	349	6	814	14	7	2	2200	931	486	..	..	..	784	..	..	..	942 19 10
2039	Stonelaw	P.	5	..	562	578	98	159	181	36	474	8	3	3	1719	445	221	51	..	..	809	..	88	104	591 0 0
692	Rutherglen	R.C	9	..	758	763	148	242	240	1	631	7	6	3	1384	630	353	87	..	413	..	..	..	..	696 4 9
	SHETTLESTON. § 67.			4824																					
2846	Eastbank	P.	6	..	1419	1237	146	422	475	24	1067	22	1	7	2545	1181	607	139	..	..	530	3	82	5	1566 2 0
2846 H.G.	Eastbank, H.G. *	H.G.	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
		P.																							
4485	Garthamlock	P.	4	..	125	45	7	14	17	..	38	2	..	..	254	44	25	56	..	..	129	..	..	..	38 0 6
310	*Millerston Combination*	P.	4	..	250	188	31	57	63	3	154	3	2	..	518	156	84	49	..	..	227	2	..	..	167 7 3
761	Shettleston	P.	4	..	871	990	134	347	352	10	843	15	6	6	2109	916	485	111	5	..	589	..	2	2	968 17 5
2455	Tollcross	P.	4	..	889	971	122	379	306	28	835	14	4	4	1975	916	476	109	..	..	472	..	..	1	975 2 11
6467	†Wellshot	P.	4	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
1950	Cardowan, St. Joseph	R.C.	6	..	219	240	43	83	74	..	200	2	2	..	495	192	118	56	..	180	..	6	..	..	174 1 6
2893	Eastmuir	R.C.	5	..	537	525	106	169	179	..	454	2	3	3	1012	472	267	128	..	123	..	23	..	..	498 10 3

	SHOTTS.			2167																									
4241	Benhar	P.	4	..	560	399	76	123	125	..	324	4	4	2	910	342	190	44	..	..	314	20	..	..	349	1	3
3722	Cleland and Omoa	P.	4	..	593	436	89	142	141	26	398	5	2	2	973	442	239	55	..	..	226	38	..	2	485	19	9
2341	Greenhill	P.	11	..	250	197	35	62	55	7	159	3	1	2	478	177	96	..	..	..	172	23	10	1	183	9	3
943	Greens	P.	6	..	63	23	6	5	9	..	20	1	..	..	86	30	8	2	..	..	45	1	..	..	36	9	3
4350	Northrigg	P.	4	..	539	336	88	122	116	..	326	5	3	3	843	377	209	48	..	..	184	11	..	14	355	2	0
221	Shotts	P.	2	..	107	58	7	20	17	..	44	1	1	..	171	53	28	47	..	..	42	1	..	..	47	19	9
1590	Cleland	P.	4	..	232	192	33	59	70	..	162	3	..	..	483	131	100	23	..	..	169	11	..	..	176	5	0
		R.C.	2	..	490	415	115	112	122	4	353	3	4	2	1198	374	223	46	..	538	..	16	..	..	382	15	6
	SPRINGBURN § 67.			2425																									
3	Springburn	P.	6	..	1012	978	135	291	366	59	851	15	6	6	2548	1129	563	129	..	..	280	..	85	363	1074	8	3
3	Springburn, H.G., *.	H.G.																											
H.G.		P.	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
6201	Wellfield	P.	5	..	922	954	167	326	320	18	831	14	4	2	2125	964	512	117	..	..	213	..	..	318	988	0	1
	STONEHOUSE, § 67.			789																									
2879	Camnethan Street	P.	1	..	232	257	3	97	102	14	216	3	1	3	541	251	130	..	..	..	103	27	..	..	250	14	6
52	Greenside, Infant	P.	1	..	143	151	92	36	..	..	128	1	1	2	188	115	68	..	..	..	11	..	..	..	114	14	0
3627	*Sandford Joint*	P.	1	..	100	43	7	14	18	..	39	1	..	1	131	47	20	..	..	..	64	..	..	..	43	14	0
4538	Townhead	P.	1	..	230	232	3	73	113	12	201	3	1	1	518	223	116	..	..	..	155	23	..	..	232	2	3
	SYMINGTON.			64																									
2212	Symington	P.	4	..	102	54	6	22	14	8	50	1	..	1	196	66	29	7	..	..	94	..	..	..	65	3	6
	WALSTON.			65																									
2765	Walston	P.	3	..	92	84	12	23	40	2	77	1	1	1	231	100	48	11	..	..	73	..	..	..	100	0	6
	WANDELL and LAMINGTON.			59																									
4208	Lamington	P.	4	..	74	27	5	13	6	1	25	1	..	..	165	47	17	4	..	..	96	..	..	1	43	2	0
4903	Lamington, Female & Infant		4	..	32	19	7	4	6	..	17	1	..	..	63	15	9	4	..	34	..	..	..	..	16	18	0
	WISTON and ROBERTON.			80																									
3694	Roberton	P.	4	..	60	37	5	10	16	..	31	1	..	..	149	57	22	5	..	..	65	..	..	..	49	5	0
4340	Wiston	P.	4	..	69	23	7	6	6	1	20	1	..	..	136	35	11	3	..	..	87	..	..	..	36	1	3
	TOTAL ..			256671	255768	231016	34991	78961	82757	5888	197597	3503	678	1225	573183	227897	117219	15521	1541	18065	165210	14371	9598	3916	241723	11	5
	LINLITHGOW																												
	ABERCORN.			171																									
539	Abercorn	P.	10	..	216	129	17	27	48	..	92	2	..	1	427	106	63	..	..	..	246	12	..	..	103	16	6
556	Abercorn, Girls'		10	..	64	23	7	13	4	..	24	1	..	..	73	..	21	5	..	46	..	1	..	..	25	0	6

* New School—Grant to run as from 1st August, 1904.

‡ New School—Grant to run as from 1st March, 1904.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1903-1904.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division).	Above 10. (Supplementary Courses or Higher Grade Schools).	Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902-1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
															£	£	£	£	£	£	£	£	£	£	£ s. d.
	LINLITHGOW—*contd.*																								
	BATHGATE (Town).			1485																					
3881	*Bathgate*	P.	4	..	412	542	90	157	205	8	460	8	1	2	1052	562	263	60	..	..	227	..	..	..	533 17 3
4091	*Bathgate*	R.C.	4	..	331	345	68	120	101	..	289	2	4	1	543	292	164	79	..	..	..	10	..	..	287 16 9
3870	Bathgate Academy	..	6	..	980	1019	198	343	326	..	867	12	2	9	2239	1266	376	271	464	..	..	..	601	5	901 18 11
3870 H.G	Bathgate Academy, H.G.		6	..	254	93	..	..	..	83	83	4	..	..	760	232	39	19	180	..	..	..	290	..	281 7 3
	BATHGATE (Landward).			1694																					
3758	Armadale	P.	4	..	1183	1171	214	381	320	21	936	14	5	8	2445	984	536	..	..	..	925	..	..	..	1068 5 4
4692	Starlaw	P.	4	..	130	99	34	41	12	..	87	1	1	..	228	78	46	..	..	..	105	..	..	..	88 18 6
	BO'NESS and CARRIDEN § 67.			2540																					
4696	Blackness, Girls'	P.	3	..	35	35	6	13	8	..	27	p	..	..	67	..	..	3	..	..	64	..	..	..	42 4 0
47	Bo'ness	P.	2	..	640	603	79	211	235	..	525	10	1	3	1274	565	299	..	..	..	385	1	..	25	589 9 11
311	Bo'ness Anderson Academy	P.	6	..	123	112	..	..	99	..	99	4	1	1	395	62	45	22	..	..	266	..	..	..	119 6 1
311 H.G	Bo'ness Anderson Academy, H.G.	H.G. P.	6	..	199	143	..	..	..	124	124	1	2	..	990	46	18	..	60	..	587	..	279	..	383 16 6
4447	Bo'ness, Infant	P.	2	..	221	236	128	65	..	..	193	2	1	3	355	162	111	..	..	..	112	..	..	..	200 12 5
1694	Borrowstown	P.	2	..	293	253	64	77	77	..	218	3	4	1	671	247	136	..	..	..	288	..	..	..	240 14 11
1093	Carriden	P.	2	..	455	466	..	154	240	20	414	8	..	2	1095	464	246	..	..	..	360	6	..	20	514 13 2
3181	Grangepans	P.	2	..	290	265	154	65	..	..	219	2	3	3	427	189	108	..	..	..	111	..	..	19	214 19 6
989	Kinneil	P.	2	..	561	450	99	139	147	..	385	7	3	1	1093	454	232	..	..	..	378	3	..	25	430 16 7
6432	Bo'ness, St. Mary's	R.C.	2	..	200	167	31	46	68	..	145	1	2	2	318	74	106	12	..	111	..	15	..	..	160 12 0
	DALMENY (Burgh).			721																					
4375	Dalmeny	P.	10	..	228	223	32	73	76	..	181	3	1	..	485	202	116	..	..	..	167	..	..	..	199 7 9
2401	South Queensferry	P.	10	..	374	33	76	129	156	..	361	7	2	1	866	370	205	..	30	..	261	..	..	..	394 6 6

	ECCLESMACHAN.			151																										
2756	*Craigbinning*	P.	3	..	52	47	17	17	..	..	34	1	..	..	80	39	24	6	..	..	11	..	..	..	33	11	6
4605	Ecclesmachan	P.	3	..	134	130	22	40	47	..	109	2	..	..	248	111	65	15	..	..	56	..	..	2	118	12	3
	KIRKLISTON.			889																										
265	Kirkliston	P.	3	..	372	277	50	78	109	..	237	4	4	..	717	264	145	33	..	..	275	..	..	..	262	14	9
4733	Newbridge	P.	3	..	209	139	43	48	49	..	140	3	..	..	382	136	74	17	..	..	154	..	..	..	148	9	9
4732	Newhouses	P.	3	..	100	101	23	28	37	..	88	2	..	..	217	94	53	12	..	..	58	..	..	..	93	2	3
2654	Winchburgh	P.	4	..	536	333	64	103	109	9	285	6	3	..	350	267	147	34	..	..	402	..	..	..	331	3	1
6458	Winchburgh	R.C.	6	..	216	88	21	28	26	..	75	1	1	1	151	..	39	16	..	91	..	5	..	..	62	18	4
	LINLITHGOW § 67.			1747																										
2589	Bridgend	P.	1	..	452	297	56	88	105	..	249	4	4	1	793	295	135	..	..	..	358	5	..	..	286	1	8
3063	Linlithgow	P.	3	..	1051	880	168	282	310	7	767	12	4	8	2164	915	477	108	..	..	640	22	..	1	877	8	4
4693	St. Joseph's	R.C.	6	..	207	171	25	53	57	..	135	1	1	1	318	159	82	41	..	28	..	8	..	..	141	0	9
	LIVINGSTONE.			640																										
3946	Blackburn	P.	4	..	312	275	51	58	111	..	220	3	3	..	503	222	119	27	..	..	134	..	..	..	246	0	0
2746	Livingstone	P.	4	..	177	150	28	37	61	..	126	2	1	..	291	130	73	17	..	..	71	..	..	..	137	8	3
6425	Seafield	P.	4	..	143	105	34	49	14	..	97	1	1	..	167	89	51	12	..	..	16	..	..	..	99	18	0
	TORPHICHEN § 67.			751																										
907	Blackridge	P.	3	..	456	344	73	104	105	..	282	5	2	1	724	289	160	37	..	..	239	..	..	..	309	13	3
2671	Torphichen	P.	3	..	195	172	32	57	56	..	145	3	..	..	362	180	96	22	..	..	65	..	..	..	162	19	6
6439	Westfield	P.	3	..	150	125	24	40	51	..	115	1	2	..	272	68	65	15	..	..	125	..	..	..	125	3	3
4027	Woodend	P.	3	..	128	114	24	33	41	..	98	2	..	1	243	120	68	16	..	..	39	..	..	..	106	13	9
	UPHALL.			2365																										
289	Broxburn	P.	2	..	1506	1452	286	456	521	34	1297	22	4	4	2799	1415	745	..	..	..	639	..	..	..	1535	5	7
3974	Uphall	P.	4	..	483	377	54	125	143	1	323	8	1	2	1084	340	183	43	..	..	519	..	..	..	357	19	6
6012	Uphall Works, Infant	P.	4	..	123	42	29	8	..	..	37	1	..	..	112	41	25	6	..	..	40	..	..	..	36	5	0
229	Broxburn	R.C.	9	..	435	531	80	155	163	..	398	5	1	7	835	390	234	59	..	89	..	63	..	..	443	0	5
	WHITBURN § 67.			1551																										
1378	East Benhar	P.	6	..	206	164	34	52	53	..	139	2	2	..	356	158	87	50	..	..	53	8	..	..	149	8	9
6454	Fauldhouse	P.	2	..	690	518	93	171	178	13	455	8	2	1	1981	473	266	58	..	..	283	..	..	..	523	7	6
860	Longridge	P.	10	..	147	116	27	35	39	4	105	1	1	2	251	120	66	..	..	..	65	..	..	..	114	1	3
6433	Stoneyburn	P.	4	..	200	186	45	46	65	..	156	2	1	1	335	101	106	20	..	..	96	12	..	..	167	2	9
2640	Whitburn	P.	4	..	536	496	98	154	131	10	393	6	4	2	944	430	228	54	..	..	230	2	..	..	439	4	3
4854	Fauldhouse, St. John's	R.C.	9	..	149	167	48	37	47	..	132	1	..	2	265	119	79	19	..	..	..	4	..	..	122	7	9
	TOTAL			14705	16554	14604	2846	4436	4750	334	12366	202	75	72	32379	13262	7019	1207	734	366	9050	177	1170	98	14213	1	4

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1903–1904.
							Under 7 (Infants.)	Above 7 and under 10 (Junior Division).	Above 10 (Senior Division).	Above 10 (Supplementary Courses of Higher Grade Schools).	Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902–1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
							£	£	£	£	£				£	£	£	£	£	£	£	£	£	£	£ s. d.
	NAIRN.																								
	ARDCLACH.			148																					
4234	Campbell's	P.	4	..	70	28	1	7	14	..	22	1	..	..	162	47	17	4	67	..	27	..	..	..	40 1 0
4757	Dulsie	P.	4	..	42	13	1	4	6	..	11	p	..	..	60	27	7	2	..	..	24	..	..	..	27 6 6
3745	Ferness	P.	4	..	60	55	11	20	19	..	50	1	..	..	136	64	26	6	..	..	40	..	..	..	68 19 3
602	Fornighty	..	4	..	66	41	6	15	16	..	37	1	..	..	77	48	21	10	..	..	..	..	..	..	49 18 0
	AULDEARN.			283																					
2966	Auldearn	P.	4	..	197	165	31	47	49	16	143	3	2	2	395	173	92	21	..	..	108	..	..	..	179 10 6
2317	Moyness	P.	4	..	77	40	9	14	11	..	34	1	..	..	100	47	20	5	..	..	28	..	..	..	47 1 3
	CAWDOR.			165																					
554	Barivan	P.	4	..	37	18	2	7	8	..	17	1	..	..	83	28	10	2	..	..	43	..	..	..	27 12 0
3020	Cawdor	P.	4	..	186	148	16	37	55	16	124	2	1	..	308	165	87	20	..	..	36	..	..	..	160 6 1
1205	Clunas	P.	4	..	48	14	2	5	3	..	10	p	..	..	58	30	3	2	..	..	16	..	..	..	25 2 0
	NAIRN (Burgh) § 67.			729																					
3307	Church Street	P.	3	..	402	417	69	113	136	39	357	5	2	5	777	448	219	50	..	..	60	..	..	1	376 7 0
360	Monitory	P.	3	..	470	375	90	100	93	..	283	4	2	4	643	311	173	40	6	..	114	..	..	..	313 3 0
2001	St. Mary's	R.C.	4	..	50	39	11	13	10	..	34	1	..	..	106	25	16	58	..	40	..	..	..	4	35 15 0
	NAIRN (Landward).			298																					
331	Delnies	P.	4	..	138	107	23	31	38	..	92	2	..	..	213	84	55	13	..	..	62	..	..	..	101 9 0
1067	Geddes	P.	4	..	92	71	15	30	15	..	60	1	1	..	185	63	36	58	..	..	27	..	..	..	63 11 3
	TOTAL			1623	1935	1531	287	448	473	71	1274	25	8	11	3303	1560	789	290	73	40	585	..	..	6	1516 1 10

ORKNEY.

	Cross and Burness § 67.				248																								
708	*Burness*	P.	5	..		101	37	3	13	15	2	33	1	1	..	215	50	23	45	..	..	75	..	..	22	43	9	3
307	*Cross*	P.	5	..		60	35	5	11	14	1	31	p	..	..	123	57	19	44	..	..	..	..	..	22	55	6	9
2086	*North Ronaldshay*	P.	5	..		96	61	7	21	21	4	53	1	..	..	151	64	30	7	30	..	..	..	..	22	73	12	3
	Eday § 67.				108																								
4056	North	P.	5	..		90	26	2	8	9	2	21	1	..	..	94	41	14	3	..	..	36	..	..	..	42	13	3
4906	North Pharay Side	P.	5	..		25	10	2	4	3	..	9	p	..	..	32	18	4	1	..	..	9	..	..	..	21	0	3
2717	South	P.	5	..		90	51	4	14	25	..	43	1	..	..	141	71	27	6	30	..	7	1	..	..	67	11	3
	Evie and Rendall § 67.				161																								
739	Costa	P.	5	..		65	32	6	11	9	..	26	1	..	..	95	52	16	4	..	..	23	..	..	..	47	16	0
3853	Evie	P.	5	..		89	55	3	18	21	..	43	1	..	..	106	51	22	5	..	..	29	..	..	..	61	19	9
1174	Gairsay	P.	5	..		13	5	3	1	1	..	5	p	..	..	51	5	2	1	..	..	42	..	..	..	17	9	4
738	Rendall	P.	5	..		85	58	5	16	23	1	45	1	..	1	105	69	26	6	..	..	3	..	..	..	75	7	9
	Firth and Stenness § 67.				245																								
4366	Firth	P.	4	..		160	131	19	43	37	10	109	2	..	2	286	167	65	15	..	..	40	..	..	..	172	19	0
3849	Stenness	P.	4	..		121	85	7	27	33	1	68	1	1	..	165	105	42	10	..	..	8	..	..	..	97	16	3
	Harray and Birsay 67.				322																								
228	Birsay	P.	5	..		159	68	10	20	22	3	55	2	..	3	213	97	33	58	..	..	25	..	..	..	76	3	9
2097	*Dounby*	P.	5	..		122	88	9	28	28	5	70	2	..	1	209	108	38	9	..	..	54	..	..	..	99	12	9
3945	Harray	P.	5	..		132	81	2	23	33	5	63	1	1	..	186	94	40	9	..	..	43	..	..	..	81	17	0
3950	Hundland	P	5	..		60	32	2	12	11	..	25	1	..	..	84	53	16	4	..	..	11	..	..	..	43	13	3
	Holm § 67.				139																								
4360	East	P.	4	..		60	26	4	9	9	..	22	1	..	..	79	34	16	4	1	..	26	..	..	..	28	7	3
1015	West	P.	4	..		147	86	5	23	33	8	69	2	..	2	245	125	43	10	9	..	58	..	..	..	121	15	6
	Hoy and Graemsay § 67.				108																								
790	Graemsay	P.	5	..		51	39	4	12	19	..	35	1	..	..	91	73	26	6	..	..	..	..	..	..	61	1	3
1393	Hoy	P.	5	..		40	35	4	12	14	..	30	1	..	..	87	60	21	5	..	..	1	..	..	..	54	2	6
1837	Rackwick	P.	5	..		49	9	..	4	4	..	8	p	..	..	47	27	5	1	..	..	13	..	..	..	25	13	9
	Kirkwall (Burgh)				609																								
2409	*Kirkwall (Burgh)*	P.	6	..		722	576	107	156	221	..	484	10	2	7	2031	1193	258	83	60	..	232	45	160	..	693	5	0
2409 H.G	Kirkwall (Burgh) H.G	H.G.	6	..		..	93	..	..	..	81	81	3	1	..	615	..	..	..	..	..	410	45	160	..	284	17	10
		P.																											

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1903–1904.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902–1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).															
															£	£	£	£	£	£	£	£	£	£	£ s d.
	ORKNEY—*contd.*																								
	KIRKWALL (Landward) and ST. OLA.			126																					
922	*Scapa*	P.	6	..	53	8	4	3	1	..	8	p	..	..	58	30	6	1	..	...	20	..	..	1	26 6 3
	LADY § 67.			118																					
3291	*Lady, Central*	P.	5	...	140	116	10	34	49	5	98	2	..	3	251	158	62	14	..	..	..	..	..	32	160 1 6
725	*Sellibister*	P.	5	..	105	32	3	8	16	..	27	1	1	..	129	55	18	44	..	..	..	..	..	31	50 14 0
	ORPHIR § 67.			188																					
789	Kirbister	P.	4	..	85	68	7	19	28	2	56	2	..	1	169	94	38	9	..	..	28	..	..	..	91 1 0
721	Orphir	P.	4	..	106	97	14	25	33	7	79	2	..	1	206	135	50	11	18	..	..	..	..	..	122 11 3
	ROUSAY and EGILSHAY § 67.			139																					
302	Egilshay	P.	6	..	50	23	3	7	11	..	21	1	..	..	87	42	11	2	25	..	7	..	..	..	42 9 9
191	Frotoft	P.	6	..	77	11	1	4	5	..	10	1	..	..	62	35	8	2	..	..	16	..	..	..	28 2 9
276	Sourin	P.	6	..	90	39	6	13	13	..	32	1	..	..	80	54	14	4	..	..	8	..	..	..	51 4 3
701	Veira	P.	6	..	30	13	3	5	4	..	12	p	..	..	37	33	7	2	..	..	..	..	..	..	30 4 6
2644	Wasbister	P.	6	..	68	28	2	8	10	..	20	p	..	..	80	49	14	3	..	..	15	..	..	..	39 5 6
	ST. ANDREW'S and DEERNESS § 67.			262																					
753	Deerness	P.	4	..	155	97	10	30	30	13	83	2	..	3	303	153	55	13	15	..	68	..	..	..	143 19 6
4259	St. Andrew's	P.	4	..	109	75	7	25	28	3	63	1	..	2	146	99	39	9	4	..	..	..	..	..	99 18 6
698	Tankerness	P.	4	..	83	55	6	17	20	3	46	1	..	..	142	69	27	6	47	..	..	..	..	..	74 12 6

	SANDWICK § 67.			179																							
4308	North	P.	5	..	91	67	5	19	26	2	52	1	1	..	156	93	34	48	..	..	..	..	..	..	78	6	0
3353	South	P.	5	..	84	57	5	19	21	3	48	1	1	..	162	81	30	47	..	..	4	..	..	..	76	7	3
5481	Yesnaby	P.	5	..	20	13	..	6	6	..	12	p	..	..	51	32	7	2	..	..	11	..	..	..	30	19	6
	SHAPANSEY § 67.			115																							
3954	Shapansey	P.	5	..	132	72	10	22	27	4	63	2	..	..	200	89	35	58	..	..	18	..	..	..	96	10	3
4073	Shapansey, North	P.	5	..	55	29	2	9	15	..	26	1	..	..	90	51	16	4	..	..	20	..	..	..	49	15	9
	SOUTH RONALDSHAY and BURRAY § 67.			529																							
367	Burray	P.	5	..	178	142	15	43	58	4	120	1	1	1	305	140	67	15	33	..	49	..	..	..	157	7	0
713	Grimness	P.	5	..	91	29	2	9	13	..	24	p	..	..	73	37	13	3	1	..	19	..	..	..	41	14	3
1229	Hope	P.	5	..	185	125	15	35	42	14	106	2	..	2	352	177	64	15	55	..	41	..	..	..	187	4	1
281	Tomison's	P.	5	..	218	58	5	18	22	2	47	1	1	1	233	78	29	47	102	..	..	..	..	..	73	19	6
1547	Widewall	P.	5	..	110	77	3	25	33	..	61	1	1	2	230	88	44	50	2	..	45	..	..	..	93	0	0
	STROMNESS § 67.			415																							
1161	Kirbuster	P.	5	..	65	34	1	11	18	..	30	p	..	..	87	63	20	5	..	..	..	..	..	..	55	2	0
2210	Stromness	P.	6	..	489	296	46	91	101	13	251	5	2	4	1103	607	185	..	60	..	156	4	90	..	387	9	4
2210 H.G	Stromness, H.G.	H.G.																									
		P.	6	..		49	..	..	..	43	43	..	2	..	534	..	22	..	60	..	361	..	90	..	164	0	9
	STRONSAY § 67.			250																							
570	Central	P.	5	..	180	137	11	26	60	18	115	2	1	2	383	196	69	16	40	..	60	..	..	2	212	6	0
1733	North, Female and Infant	P.	5	..	80	27	8	12	4	..	24	1	..	..	79	24	11	3	..	..	41	..	..	..	29	13	0
4367	South, Female	P.	5	..	80	45	12	23	5	..	40	1	..	..	73	50	24	6	..	..	..	..	..	..	49	9	3
	WALLS and FLOTTA.			221																							
1567	Brims	P.	5	..	45	34	7	9	13	..	29	1	..	..	80	47	15	3	..	..	7	..	..	7	52	4	3
3616	Flotta	P.	5	..	94	56	4	19	20	4	47	1	1	..	167	69	30	47	..	..	7	..	..	14	66	7	6
3740	North Walls	P.	5	..	63	40	8	12	12	..	32	1	..	..	89	61	21	5	..	..	3	..	..	..	55	15	0
2038	South Pharay	P.	5	..	33	10	1	2	3	1	7	1	..	..	57	26	5	1	..	..	23	..	..	3	24	4	0
3640	South Walls	P.	5	..	123	69	11	21	15	9	56	1	1	..	176	98	34	48	..	..	..	..	..	..	100	13	3
	WESTRAY and PAPA WESTRAY § 67.			402																							
2749	East Side (Skelwick)	P.	6	..	90	70	7	20	29	..	56	1	1	..	148	96	36	48	2	..	..	..	..	..	80	12	9
551	Papa Westray	P.	6	..	80	42	7	15	15	..	37	1	..	..	102	65	23	5	2	..	7	..	..	..	57	12	9
553	Pierowall	P.	6	..	180	162	23	44	59	6	132	3	..	1	343	194	79	18	4	..	47	..	..	..	197	15	3
3783	West Side (Midbea)	P.	6	..	104	52	5	16	20	2	43	1	..	1	156	100	34	8	2	..	12	..	..	..	70	8	6
	TOTAL			4884	3568	4173	503	1210	1490	281	3439	83	20	40	12629	6130	2031	956	601	..	2240	94	500	156	5796	18	7

List of Schools aided from Parliamentary Grant—*Continued.*

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									(Senior Division).	(Supplementary Courses or Higher Grade Schools).															
															£	£	£	£	£	£	£	£	£	£	£ s. d.
	PEEBLES.																								
	DRUMELZIER			31																					
3139	Drumelzier	P.	4	..	58	29	5	6	13	..	24	1	..	..	115	34	11	3	1	..	66	..	..	..	39 16 0
	EDDLESTON			100																					
224	Eddleston	P.	4	..	124	81	7	26	37	..	70	2	..	..	314	81	39	9	..	..	141	..	..	44	88 3 9
	INNERLEITHEN			715																					
3195	Innerleithen	P.	5	..	675	386	74	108	156	13	351	6	1	2	958	392	214	49	..	..	298	5	..	..	401 7 0
1053	Leithenhope	P.	4	..	32	12	1	3	5	..	9	1	..	..	112	27	7	2	..	..	76	..	..	..	25 1 3
3500	Walkerburn	P.	5	..	345	238	37	71	84	4	196	4	1	2	577	226	124	28	..	..	199	..	..	..	223 4 6
	KILBUCHO, BROUGHTON, and GLENHOLM			114																					
2858	Broughton, Central	P.	4	..	120	57	10	16	20	4	50	1	1	..	212	57	29	47	..	..	69	..	10	..	63 10 1
2828	Glenholm	P.	4	..	40	24	4	9	7	..	20	1	..	..	84	30	8	2	..	..	44	..	..	..	36 11 9
	KIRKURD			49																					
9	Kirkurd	P.	6	..	67	59	8	14	21	..	43	1	1	..	203	55	26	46	..	..	46	..	..	29	54 6 0
	LYNE § 67.			24																					
109	Lyne	P.	4	..	70	40	6	10	16	..	32	1	..	..	161	52	21	5	..	..	66	..	..	18	48 0 0

	MANOR				53																							
4338	Manor	P	4	..	56	47	8	16	16	..	40	1	..	..	142	64	29	7	..	..	42	..	..	..	55	16	0
	NEWLANDS				92																							
2612	Lamancha	P.	6	..	67	67	7	24	27	..	58	1	1	..	202	71	32	47	..	..	51	..	..	..	75	0	0
179	Newlands	P.	6	..	90	42	7	10	17	..	34	2	..	..	189	50	20	55	..	..	64	..	..	..	50	0	0
	PEEBLES.				958																							
2336	Peebles	P.	5	..	1271	397	154	240	283	25	702	14	4	4	2451	811	416	95	..	..	1091	34	..	3	854	1	2
	SKIRLING.				40																							
6	Skirling	P.	4	..	88	42	42	12	14	..	38	1	..	..	131	57	26	6	..	..	42	..	..	..	52	18	0
	STOBO.				74																							
4385	Stobo	P.	4	..	68	41	8	9	18	..	35	1	..	..	164	56	24	6	..	..	78	..	..	..	51	0	0
	TRAQUAIR.				123																							
4322	Traquair	P.	4	..	104	54	7	16	25	..	48	2	..	..	243	49	28	46	..	..	117	3	..	..	49	16	0
1960	Kirkburn	..	4	..	62	41	4	10	11	..	34	1	..	..	90	43	17	8	..	22	..	..	..	..	49	14	0
4210	The Glen	..	4	..	38	22	6	8	7	..	21	1	..	..	83	34	11	5	..	32	..	..	..	..	36	2	0
	TWEEDSMUIR.				64																							
121	Tweedsmuir	P.	6	..	80	66	7	24	21	..	52	2	..	..	205	68	32	57	..	..	47	1	..	..	77	4	6
	WEST LINTON.				181																							
2348	West Linton	P.	6	..	112	102	17	30	37	11	95	3	..	..	471	119	56	53	10	..	198	..	22	12	124	19	0
2791	West Linton	E.	6	..	68	35	9	12	10	..	31	½	1	..	152	30	17	49	..	57	..	..	..	..	31	2	0
	TOTAL				2618	3635	2292	398	683	845	57	1983	48	10	8	7259	2407	1189	624	11	111	2737	43	32	105	2487	13	0
	PERTH.																											
	ABERDALGIE.				52																							
2709	Aberdalgie	P.	4	..	101	24	5	7	8	..	20	1	..	..	152	28	12	2	..	..	110	1	..	..	36	10	6

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							Under 7 (Infants.)	Above 7 and under 10 (Junior Division).	Above 10 (Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902–1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
															£	£	£	£	£	£	£	£	£	£ s. d.
	PERTH—contd.																								
	ABERFOYLE.			199																					
348	Aberfoyle	P.	6	..	120	126	26	38	49	..	113	2	1	..	281	106	59	13	..	..	102	..	..	1	122 8 9
20	Kinlochard	P.	6	..	65	44	4	17	13	..	34	1	..	1	120	54	22	5	..	..	39	..	..	..	52 6 3
6123	Slate Quarries	P.	6	..	54	59	21	16	12	..	49	1	..	1	106	63	29	7	..	..	8	..	..	..	53 9 8
	ABERNETHY.			284																					
4379	Abernethy	P.	2	..	353	179	34	51	56	7	148	3	..	2	473	190	107	23	..	..	153	..	..	..	177 1 10
	ABERNYTE.			53																					
2559	Abernyte	P.	5	..	92	79	16	23	29	..	68	1	1	..	216	79	43	10	..	..	84	..	..	..	73 11 3
	ALYTH.			571																					
2242	Alyth	P.	3	..	618	492	97	146	157	25	425	9	1	4	1252	482	247	57	..	..	423	..	36	8	510 10 9
4281	Gauldswell	P.	4	..	48	26	6	7	10	..	23	1	..	..	69	37	12	3	..	..	17	..	..	..	39 16 0
2951	Alyth	E.	11	..	101	72	15	22	22	..	59	1	..	1	166	66	43	10	30	8	..	1	..	..	65 5 6
	AMULREE.			67																					
2279	Amulree	P.	6	..	71	29	3	9	11	2	25	1	..	..	101	54	16	4	..	..	27	..	..	..	50 19 9
3913	Shian	P.	6	..	42	8	4	3	1	..	8	p	..	..	63	20	3	1	..	..	39	..	..	..	23 1 3
	ARDOCH.			161																					
4400	Braco	P.	7	..	164	75	10	27	31	..	68	1	1	1	300	74	39	9	..	..	143	..	..	34	74 16 9
3442	Greenloaning	P.	7	..	75	46	9	10	22	..	41	1	..	..	155	46	27	6	..	..	75	..	..	..	42 6 0

	ARNGASK.					111																								
4061	Arngask		P.	4	..	150	108	18	26	44	3	91	2	1	..	270	101	55	53	2	..	59	..	..	..	103	18	0
	AUCHTERARDER.					549																								
2391	Aberuthven		P.	4	..	100	84	14	20	29	3	66	1	1	1	233	80	44	10	..	..	99	..	..	..	77	12	3
4016	Auchterarder		P.	11	..	580	445	65	133	150	4	352	7	2	2	1028	414	211	..	..	..	398	9	..	..	403	16	9
	AUCHTERGAVEN.					362																								
3851	Auchtergaven		P	5	..	312	203	39	64	67	9	179	3	1	..	475	185	101	23	..	..	165	..	..	1	210	4	3
3497	*Stobley*		P	2	..	250	212	42	65	60	4	171	3	1	..	495	173	102	..	..	..	200	..	20	..	188	18	6
	BALQUHIDDER.					119																								
4188	Balquhidder		P	3	..	65	48	5	12	19	7	43	1	1	..	245	62	25	46	15	..	83	.	15	..	72	18	9
2408	*Lochearnhead*		P	3	..	78	66	9	26	20	4	59	1	1	..	212	67	28	46	..	..	71	..	..	..	84	16	0
4067	Strathyre		P	3	..	50	21	5	8	6	..	19	1	..	..	58	28	8	2	..	..	20	..	..	..	35	4	6
	BENDOCHY.					82																								
584	Bendochy		P	4	..	75	53	4	15	28	..	47	1	..	..	171	67	29	7	..	..	68	..	..	..	67	19	6
	BLACKFORD.					271																								
74	Blackford		P.	7	..	230	132	28	37	44	..	109	2	..	1	339	126	67	16	..	..	131	..	..	..	117	4	6
4185	Gleneagles		P.	4	..	60	25	6	10	6	..	22	1	..	..	121	40	14	3	..	..	64	..	..	..	38	5	6
2669	Tullibardine		P.	4	.	104	71	12	23	22	..	57	1	1	..	217	64	35	48	..	..	70	..	..	..	61	13	0
	BLAIR ATHOLL.					240																								
2390	Blair Atholl		P.	2	..	205	141	28	36	49	8	121	3	..	..	448	144	94	..	..	..	209	..	.	1	155	14	0
4280	Glenerochty		P.	6	..	32	22	8	9	4	..	21	1	..	..	81	36	16	3	..	..	26	..	..	..	36	12	6
4258	Glengarry		P.	6	..	26	22	4	11	4	..	19	1	..	..	81	33	14	2	..	..	32	..	..	..	35	3	6
4271	Pittagowan		P.	6	..	43	39	5	9	17	..	31	1	..	..	88	46	25	4	..	..	13	..	..	..	47	4	0
4274	Strathtummel		P.	6	..	48	21	4	6	7	3	20	1	..	..	100	34	14	2	..	..	50	..	..	..	40	17	3
	BLAIRGOWRIE.					696																								
2778	Blairgowrie		P.	6	..	726	599	110	178	222	..	510	9	2	9	1345	206	296	67	..	..	776	..	..	..	540	16	11
2778 H.G.	Blairgowrie, H.G.		H.G. P.	6	..	157	50	..	..	..	41	41	1	..	..	368	38	25	6	..	..	214	..	85	..	114	2	6
2990	St. Stephen's		R.C.	11	..	176	124	16	29	49	..	94	1	1	..		130	65	16	..	40	..	8	..	..	96	8	7
	BLAIRINGONE.					88																								
4534	Blairingone		P.	6	..	128	83	18	27	25	6	76	2	..	..	257	83	46	11	..	..	117	..	..	1	89	18	3

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1903-1904.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 70).	Pupil Teachers.		Annual Grant, 1902-1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).															
							£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	PERTH.—*contd.*																								
	CALLANDER.			317																					
2463	Callander	P.	5	..	326	234	40	77	93	..	210	4	..	2	741	251	134	31	..	..	325	..	..	..	241 8 8
5659	¶McLaren, High (Elem. Dept.)	F.	5	..	59	44	6	11	17	2	36	2	..	..	116	42	23	55	..	..	..	47	..	..	42 15 3
	CAPUTH.			166																					
96	Spittalfield	P.	2	..	151	69	11	21	28	2	62	2	..	..	322	73	42	..	..	..	198	..	9	..	70 14 6
482	Wester Caputh	P.	2	..	87	46	11	15	15	..	41	1	..	..	91	46	29	..	..	..	16	..	..	..	43 16 9
3985	Meikleour	P.	4	..	105	36	3	10	19	..	32	1	..	..	135	50	19	4	..	..	62	..	..	..	46 0 3
	CARGILL.			262																					
2386	Burreltown	P.	4	..	180	149	27	49	49	6	131	2	..	..	282	109	71	16	..	..	85	..	..	..	153 14 1
3541	Newbigging	P.	4	..	125	89	13	28	32	3	76	1	1	..	302	91	44	10	..	..	156	..	..	..	97 6 0
	CLUNIE.			120																					
3026	Clunie	P.	4	..	141	88	10	24	35	5	74	2	..	1	254	91	49	11	..	..	103	..	..	..	89 14 9
	COLLACE.			103																					
3033	Collace	P.	4	..	172	123	17	33	47	3	100	1	2	..	298	107	66	15	..	..	108	..	..	1	112 6 9
	COMRIE.			311																					
4466	Comrie	P.	1	..	268	224	39	69	66	7	181	2	1	..	504	197	106	..	15	..	187	..	..	..	206 16 9
282	Glenartney	P.	3	..	23	14	3	6	3	1	13	1	..	..	85	31	6	2	..	..	46	..	..	..	30 7 3
929	Glenlednock	P.	3	..	30	16	1	4	8	..	13	1	..	..	61	30	6	8	..	..	24	..	..	..	29 14 0
319	St. Fillan's	P.	3	..	64	62	6	23	24	3	56	1	..	1	144	71	20	7	..	..	46	..	..	..	81 2 6

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List of Schools aided from Parliamentary Grants—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Income of School derived from									Annual Grant paid at end of School Year 1903–1904.
							Under 7 (Infants.)	Above 7 and under 10 (Junior Division).	Above 10		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School.	Annual Grant, 1902–1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowments.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).					£	£	£	£	£	£	£	£	£	£ s. d.
	PERTH.—*contd.*																							
	ERROL.			394																				
4381	Errol	P.	5	..	200	156	23	44	63	9	139	3	..	1	427	152	80	18	..	..	169	7	..	..	168 11 3
3394	Glendoick	P.	5	..	130	76	19	23	24	2	68	1	1	..	224	69	33	9	..	..	108	..	..	..	75 6 6
2377	Errol, Female Industrial	..	5	..	133	112	33	31	35	..	99	1	1	1	214	104	59	28	..	16	..	..	..	14	105 9 3
	FINDO GASK.			61																				
4047	Findo Gask	P.	4	..	99	63	13	16	20	..	49	1	1	..	172	58	26	46	..	..	42	..	..	..	63 11 0
	FORGANDENNY.			99																				
4263	Forgandenny	P.	1	..	135	78	10	21	28	1	60	2	1	..	232	67	26	..	..	..	127	..	11	..	68 0 6
	FORTEVIOT.			113																				
576	Forteviot	P.	1	..	83	74	14	22	24	2	62	2	..	..	206	80	39	..	..	..	87	..	..	..	79 15 0
23	Path of Condie	P.	5	..	64	31	6	10	6	..	22	1	..	..	114	39	14	3	..	..	57	..	..	..	33 5 6
	FORTINGALL.			85																				
670	Fortingall	P.	6	..	100	67	13	18	20	5	56	1	..	..	262	71	37	8	..	..	145	..	..	1	81 3 0
	FOWLIS WESTER.			160																				
2975	*Balgowan*	P.	1	..	84	65	6	25	24	2	57	2	..	..	159	70	29	..	..	..	60	..	..	..	32 15 0
371	Village	P.	1	..	114	39	4	11	16	1	32	1	..	..	163	55	20	..	..	..	89	..	..	..	51 19 6
3618	Buchanty Glenalmond Subscription	..	4	..	67	37	6	9	6	7	28	1	..	..	67	42	15	7	..	15	..	..	..	..	45 10 3

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1903–1904.
							Under 7 (Infants.)	Above 7 and under 10 (Junior Division).	Above 10		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902–1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).															
							£	£	£	£					£	£	£	£	£	£	£	£	£	£	£ s. d.
	PERTH—*contd.*																								
	KINCLAVEN.			110																					
4454	Kinclaven	P.	4	..	67	34	9	7	6	11	33	1	..	..	177	51	20	5	..	..	101	..	..	..	50 16 3
	KINFAUNS.			96																					
4172	Kinfauns	P.	5	..	100	77	22	28	22	1	73	2	..	..	272	86	43	10	..	..	134	..	..	..	90 18 1
	KINLOCH-RANNOCH.			140																					
1756	Auchtarsin	P.	6	..	29	16	3	5	5	..	13	1	1	..	101	27	7	2	..	..	65	..	..	..	29 0 3
6391	Georgetown	P.	6	..	44	21	3	7	7	2	19	1	..	..	184	67	25	6	..	..	87	..	..	..	61 15 9
3229	Kinloch-Rannoch	P.	6	..	80	43	3	9	21	5	38	1	1	..	284	69	32	47	30	..	105	..	..	..	82 5 3
	KINNAIRD.			47																					
2282	Kinnaird	P.	5	..	121	47	6	16	13	1	36	2	..	..	238	51	22	55	17	..	93	..	..	..	50 10 9
	KIRKMICHAEL.			115																					
2230	*Ballintuim*	P.	6	..	63	30	7	8	13	..	28	1	..	..	126	50	20	4	..	..	47	..	5	..	45 6 9
451	Glenshee	P.	6	..	46	28	6	6	10	3	25	1	..	..	146	40	14	3	..	..	90	..	..	..	53 1 6
3522	Kirkmichael	P.	6	..	120	65	10	16	27	4	57	2	..	..	204	75	36	58	..	..	32	..	..	2	78 5 3
	LETHENDY and KINLOCH			60																					
3230	Kinloch	P.	4	..	95	52	10	10	20	..	40	1	..	..	185	43	24	6	..	..	113	..	..	..	45 6 0

	LITTLE DUNKELD.				232																									
869	Balnaguard	P.	2	..	37	21	6	9	5	..	20	p.	..	..	72	36	12	3	..	..	21	..	..	..	34	18	0
3557	Dalguise	P.	2	..	56	26	6	8	6	1	21	1	..	..	117	40	14	3	..	..	60	..	..	..	37	3	3
3505	Drumour	P.	2	..	67	28	2	10	10	1	23	1	..	..	98	41	14	3	..	..	40	..	..	..	41	18	6
2257	Little Dunkeld	P.	2	..	200	88	16	23	34	7	80	2	..	2	298	88	46	11	..	..	153	..	..	..	98	19	3
2889	*Murthey Airntully*	P.	2	..	142	69	16	17	22	3	58	1	1	..	211	59	32	47	..	..	72	..	..	..	66	6	0
	LOGIE ALMOND.				105																									
5302	Kinglands	P.	4	..	31	19	2	5	5	2	14	p.	..	..	63	32	10	2	..	..	19	..	..	..	30	9	9
195	Logie Almond	P.	4	..	121	114	16	45	26	8	95	2	..	..	241	99	52	12	..	..	77	..	..	1	115	14	9
	LOGIERAIT.				249																									
4063	Grandtully	P.	6	..	139	60	9	16	26	..	51	1	1	..	207	57	31	47	..	..	72	..	..	1	56	3	6
2311	Logierait	P.	2	..	227	99	10	34	44	9	97	2	1	..	347	127	71	16	..	..	132	..	..	1	121	9	9
3727	Tulloch of Pitnacree	P.	6	..	68	28	11	10	4	..	25	1	..	..	73	23	14	3	..	..	33	..	..	..	24	15	2
1227	Grandtully, Lady Stewart's	C.S.	6	..	48	7	3	2	2	..	7	1	..	..	68	25	5	3	..	36	..	..	..	..	22	4	6
	LONGFORGAN.				369																									
104	Longforgan	P.	5	..	185	126	17	44	47	..	108	2	..	1	333	117	65	15	..	..	135	..	..	2	120	16	9
3070	Mylnefield	P.	5	..	196	180	43	72	49	..	164	2	2	..	867	174	96	22	..	..	554	18	..	3	177	6	3
	MADERTY.				73																									
280	Maderty	P.	1	..	99	57	10	17	16	..	43	1	1	..	198	70	34	..	..	..	89	..	..	..	56	5	6
	MEIGLE				196																									
993	Ardler	P.	4	..	144	87	20	26	28		82	1	1	..	179	75	41	9	..	..	54	..	..	..	99	4	0
541	Meigle	P.	4	..	250	191	35	67	59	15	176	3	1	..	472	188	101	23	..	..	160	..	..	..	215	2	3
	METHVEN.				288																									
3845	Almondbank	P.	1	..	151	85	22	27	24	2	75	1	1	..	202	77	46	..	..	..	78	..	..	..	82	6	6
2556	Methven	P.	1	.	257	133	23	36	44	2	105	2	..	1	287	112	63	..	..	..	109	..		3	116	13	0
	MONEYDIE.				42																									
3689	Moneydie	P	5	..	60	43	6	12	15	5	38	1	..	..	122	34	18	4	..	1	66	..	..	..	49	8	9

List of Schools aided from Parliamentary Grant—*Continued*.

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during Year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1903-1904.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902-1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).					£	£	£	£	£	£	£	£	£	£ s. d.
	PERTH—*contd.*																								
	MONZIEVAIRD and STROWAN.			88																					
3303	Monzievaird and Strowan	P.	1	..	133	50	8	17	17	1	43	1	..	..	211	59	27	..	15	..	110	..	..	..	56 17 0
	MOULIN.			401																					
2882	Pitlochry	P.	2	..	648	395	67	143	106	27	343	7	4	2	1127	411	199	..	..	..	459	..	58	..	420 11 9
2332	Strathloch	P.	6	..	104	32	5	12	8	..	25	1	..	..	150	38	14	3	..	..	95	..	..	..	40 6 0
	MUCKART.			78																					
546	Muckart	P.	6	..	136	61	15	14	23	2	54	2	..	..	227	68	32	57	17	..	43	..	8	1	60 17 3
	MUTHILL.			259																					
1588	Blairmroar	P.	3	..	40	25	5	8	9	..	22	1	..	..	64	38	12	3	..	..	12	..	..	..	38 15 9
2901	Drummond Street	P.	1	..	267	169	30	51	61	4	146	3	1	..	372	155	84	..	..	2	127	..	..	3	164 5 3
3785	Muthill	E.	1	..	72	37	12	6	13	..	31	1	..	1	118	42	23	6	..	30	..	..	..	25	32 13 9
	PERSIE.			77																					
3902	Blackwater		6	..	60	33	3	11	14	..	28	1	1	..	148	49	20	5	..	..	75	..	..	..	46 3 0
3914	*Drimmie Combination*	P.	6	..	58	13	2	3	8	..	13	1	..	..	140	..	3	..	..	30	107	..	..	..	19 13 8
2248	Strone of Callie		6	..	86	24		9	12	..	22	1	..	..	125	57	23	5	..	..	40	..	..	..	39 16 6

	PERTH (Burgh) § 67.			5831																									
4859	Caledonian Road	P.	12	..	1491	1223	242	361	390	39	1032	23	1	10	3223	1245	616	..	..	..	1357	..	..	6	1266	13	7
4406	Central District	P.	10	..	626	541	84	162	190	3	439	9	1	3	1389	517	360	..	..	..	509	..	..	2	506	7	4
2525	Cherrybank	P.	1	..	190	147	33	41	51	..	125	3	1	2	521	151	80	..	19	..	271	..	..	..	145	19	11
3324	Craigie (Western District)	P.	10	..	632	601	100	184	220	7	511	11	..	5	1462	571	378	..	..	..	514	..	..	..	594	13	5
3453	Kinnoull	P.	10	..	454	414	72	117	170	7	366	9	..	2	1160	414	267	..	..	..	456	..	..	23	440	11	6
2302	Northern District, (Balhousie)	P.	10	..	843	803	151	301	218	7	677	12	4	7	1832	777	506	..	..	..	543	..	..	5	789	2	0
2325	Southern District	P.	11	..	901	734	153	215	251	10	629	12	..	6	1666	709	358	..	..	..	598	..	..	2	735	18	7
3323	St. Ninian's	E.	10	..	305	206	44	59	68	..	171	3	2	1	458	174	89	23	34	78	..	12	..	..	190	1	3
2104	St. John's	R.C.	10	..	353	336	64	99	108	..	271	4	3	..	789	269	145	37	..	153	..	15	..	..	295	9	6
4736	¶Sharp's Institution (Lower Deptmt)	..	4	..	340	267	53	90	87	..	280	6	..	..	599	254	..	65	..	..	..	315	..	..	255	13	4
	PERTH, EAST PARISH (Landward)			68																									
3008	Craigend	P.	1	..	43	36	6	17	10	..	33	1	..	..	110	27	14	..	..	..	70	..	..	..	35	11	0
	PORT OF MONTEITH.			115																									
706	Dykehead	P.	6	..	52	28	4	7	14	..	25	1	..	..	132	47	11	4	..	..	69	..	..	..	42	15	0
2225	Port of Monteith	P.	6	..	72	15	2	4	6	..	12	1	..	..	159	37	6	3	..	..	113	..	..	..	28	4	6
3900	Ruskie	P.	6	..	62	24	3	10	8	..	21	1	..	..	128	45	12	4	..	..	67	..	..	..	37	19	0
	RATTRAY § 67			469																									
3489	Rattray	P.	11	..	485	365	62	104	126	..	292	6	1	2	780	324	174	..	..	..	250	27	..	5	325	0	0
	REDGORTON.			243																									
3868	Pitcairn Green	P.	5	..	112	86	18	27	27	3	75	1	..	..	187	78	44	10	..	..	42	..	12	..	84	15	9
762	Redgorton	P.	5	..	126	86	11	24	38	4	77	1	1	..	244	88	47	11	..	..	97	..	..	..	90	16	6
	RHYND.			39																									
3927	Rhynd	P.	4	..	96	33	6	11	10	..	27	1	..	..	200	44	17	4	..	..	135	..	..	..	44	2	0
	ST. MADOES.			51																									
45	St. Madoes	P.	5	..	120	106	21	32	36	1	90	2	1	..	313	102	56	53	..	..	102	..	..	..	99	17	6
	ST. MARTIN'S.			180																									
3401	*Balbeggie*	P.	5	..	146	116	18	32	35	4	94	2	..	..	227	109	61	14	..	..	48	..	..	..	107	10	9
4024	Guildtown	P.	5	..	132	92	16	30	30	4	80	1	1	..	210	94	46	11	..	..	59	..	..	1	102	5	6

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1903–1904.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division).	Above 10. (Supplementary Courses or Higher Grade Schools).	Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902–1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
															£	£	£	£	£	£	£	£	£	£	£ s. d.
	PERTH—*contd.*																								
	SCONE.			422																					
380	New Scone	P.	12	..	381	297	67	86	103	5	261	5	2	..	749	254	127	..	..	..	365	3	..	..	295 3 3
561	Stormontfield	P.	5	..	59	37	11	13	10	..	34	1	..	..	84	46	17	4	..	..	16	1	..	..	51 0 0
	TENANDRY.			46																					
2460	Aldgirnaig	C.S.	2	..	68	30	5	12	8	2	27	2	..	..	123	37	15	4	..	67	..	..	..	..	41 18 0
372	Glenfincastle	..	6	..	75	19	2	4	9	2	17	p	..	..	80	31	8	4	..	37	..	..	..	..	36 19 9
	TIBBERMORE.			368																					
3611	Ruthvenfield	P.	5	..	218	91	18	29	28	..	75	2	..	..	251	83	46	11	..	..	111	..	..	..	81 1 6
770	Tibbermore	P.	5	..	152	59	9	18	19	..	46	1	..	..	258	49	27	6	..	..	177	..	..	..	50 0 3
4069	Tulloch		1	..	230	114	20	41	46	2	109	3	..	..	381	113	64	15	..	189	..	1	..	..	122 15 9
	TRINITY GASK.			59																					
3389	Trinity Gask	P.	4	..	75	47	6	12	17	5	40	1	1	..	164	54	21	45	..	..	44	..	..	..	59 8 6
	TROSSACHS.			63																					
4347	Trossachs	P.	5	..	56	58	10	18	18	..	46	1	..	..	197	61	29	7	..	..	101	..	..	..	66 10 6
	WEEM.			59																					
6427	Weem Central	P.	6	..	64	37	10	9	12	2	33	1	..	..	134	55	20	5	..	..	55	..	..	..	52 18 6
	TOTAL			21787	28969	19902	3618	6057	6753	612	17040	377	79	96	55420	19828	10262	2174	457	757	20813	485	361	174	20929 17 3

RENFREW.

	CATHCART.			4836																							
3018	Cathcart		P.	2	..	841	610	102	194	218	7	521	10	3	3	2137	600	317	..	..	..	1215	..	..	5	618	10	10
3418	Crossmyloof		P.	10	..	522	485	70	158	181	8	417	9	1	2	1555	464	235	..	..	..	856	..	..	..	508	13	8
6003	Mount Florida		P.	2	..	1275	946	119	390	371	10	800	16	1	5	2681	984	504	..	..	..	1188	..	..	5	967	19	11
540	Queen's Park		P.	6	..	1288	1290	158	430	519	..	1107	17	4	8	3278	1499	748	166	..	..	858	..	..	7	1330	3	0
540 H.G.	Queen's Park	H.G.	H.G.	6	..	339	361	..	..	..	305	305	8	..	..	2618	687	127	27	..	..	1458	..	316	4	1061	14	9
			P.																								
1878	Busby, St. Joseph		R.C.	1	..	162	166	18	36	39	..	93	1	1	..	243	104	54	16	..	55	..	15	..	..	101	4	3
	EAGLESHAM.			183																							
2278	Eaglesham		P.	2	..	220	136	14	39	68	..	121	1	2	..	445	133	68	..	48	..	196	..	..	..	136	12	3
	EASTWOOD § 67.			3578																							
6435	Giffnock		P.	2	..	40	32	11	15	1	..	27	1	..	1	168	..	16	3	..	..	147	2	..	..	37	9	0†
3998	Pollok, Academy		P.	2	..	884	793	130	274	289	21	714	12	5	3	1767	816	434	..	..	..	458	59	..	..	853	8	1
3282	Pollokshaws, Sir John Maxwell's		P.	1	..	472	426	58	159	169	..	386	7	1	4	1038	436	242	..	..	..	328	32	..	..	450	4	1
4807	Shawlands Academy		P.	6	..	1319	1258	152	411	504	..	1067	20	..	7	3045	1272	443	149	..	..	974	201	..	6	1258	14	0
4807 H.G.	Shawlands Academy, H.G.		H.G	6	..	304	159	..	..	1	140	141	6	..	..	1052	333	44	14	..	..	439	..	222	..	468	11	5
			P.																								
3384	Thornliebank		P.	11	..	639	534	81	186	202	12	481	9	2	2	1319	542	284	..	..	..	451	42	..	..	568	2	3
2276	Pollokshaws, St. Conval's		R.C.	2	..	569	560	81	171	187	14	453	5	4	3	1053	529	395	65	..	113	..	41	..	..	544	11	9
	ERSKINE.			269																							
446	Erskine		P.	1	..	205	147	23	46	52	1	122	3	..	..	591	132	72	..	..	..	381	..	..	5	133	1	9
3982	Undercraig		P.	11	..	111	66	7	21	27	1	56	1	1	1	286	72	36	..	..	..	168	..	..	10	67	13	11
	GOUROCK.			1043																							
2102	Central		P.	11	..	517	517	90	158	186	26	460	9	1	5	1246	527	278	..	..	..	441	..	..	..	573	7	0
436	Eastern		P.	11	..	374	265	43	78	96	14	231	7	1	2	866	283	136	..	..	..	446	..	..	..	293	7	7
1951	St. Ninian's		R.C.	9	..	313	108	27	84	38	..	99	1	1	1	280	106	63	15	..	89	..	7	..	..	103	6	2
	GREENOCK (Burgh).			12447																							
6117	Ardgowan		P.	2	..	1028	954	129	274	393	15	811	13	..	3	2007	965	519	..	..	..	494	..	..	30	971	5	7
1342	Belville Place		P.	2	..	753	769	122	278	267	19	686	11	1	7	2012	801	420	..	..	..	765	..	..	25	824	4	4
1688	Glebe		P.	2	..	829	866	123	274	315	14	726	12	..	6	2121	833	462	..	..	..	790	..	..	37	861	4	6
4786	Glebe, Oral for the Deaf		P.	2	..	..	..	2	5	11	..	18	..	..	..	..	..	..	..	..	..	..	..	..	..	148	6	3

† For 16 months.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants.)	Above 7 and under 10 (Junior Division).	Above 10 (Senior Division).	Above 10 (Supplementary Courses or Higher Grade Schools).	Total.	Number of Teachers. Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School. £	Income of School derived from: Annual Grant, 1902-1903. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools and General Aid Grant. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	Annual Grant paid at end of School Year 1903-1904. £ s. d.
	RENFREW—*contd.*																								
	GREENOCK—*contd.*																								
2147	Highlanders' Academy	P.	10	..	1015	1064	180	336	377	21	914	13	..	8	2305	1043	534	..	5	..	691	..	..	32	1068 19 11
2528	Hillend	P.	9	..	902	470	77	146	189	5	417	7	..	5	1484	484	241	..	..	..	741	..	..	19	502 15 6
2131	Holmscroft	P.	6	..	1445	1562	217	492	630	..	1339	22	..	14	3049	1354	694	155	..	..	799	..	..	47	1592 18 3
2131 H.G.	Holmscroft, H.G.	H.G.	6	..	562	387	..	..	7	331	338	10	..	..	3117	817	128	29	8	..	1828	..	280	27	1318 4 0
		P.																							
1422	Mearns Street	P	2	..	795	869	132	301	319	28	780	13	1	2	2356	904	476	..	..	..	950	..	..	26	941 13 6
4142	St. Andrew's Square	P.	9	..	494	509	93	176	195	2	466	8	..	3	1179	502	269	..	..	..	380	..	..	28	524 0 6
1589	Shaw Street	P.	2	..	768	685	86	233	259	..	578	9	..	5	1503	659	344	..	..	..	479	..	..	21	676 3 10
4508	East Greenock	E.	2	..	280	265	41	94	100	..	235	2	2	3	483	265	142	35	..	46	..	9	..	..	263 16 4
3182	West, St. John's	E.	2	..	165	183	27	53	73	4	157	2	1	2	299	167	102	23	..	12	..	11	..	..	169 4 7
2520	Cartsdyke, St. Lawrence	R.C.	10	..	860	966	226	287	307	..	820	8	5	10	1851	884	463	115	..	238	..	150	..	..	915 7 1
2560	St. Mary's	R.C.	10	..	1336	1458	326	334	535	3	1198	15	11	3	2801	1307	720	175	..	578	..	22	..	..	1351 2 6
1320	Shaw's Water Worsted Mills, Half Time	..	9	..	140	119	..	..	66	..	66	1	..	..	205	75	37	9	..	78	..	5	..	..	69 6 3
	GREENOCK, EAST PARISH (Landward) and PORT GLASGOW (Landward).			460																					
1571	Ladyburn	P.	11	..	556	411	70	170	110	15	365	5	2	2	1098	405	203	..	..	..	487	..	..	3	445 7 5
	HOUSTON & KILLELLAN.			350																					
3192	Houston	P.	2	..	289	141	23	42	53	2	120	2	..	1	441	129	68	..	..	..	239	..	..	5	135 7 9
37	Houston, St. Fillan's	R.C.	2	..	85	99	29	25	30	..	84	1	..	..	177	85	50	11	..	25	..	5	..	..	89 7 0
	INCHINNAN			116																					
2547	Inchinnan	P.	3	..	135	81	11	29	31	..	71	2	..	..	291	82	47	11	..	..	151	..	..	..	73 0 0

	INVERKIP.			121																									
438	Inverkip	P	3	..	229	101	18	25	39	5	87	2	1	..	328	105	55	53	..	..	113	..	..	2	101	17	9		
	KILBARCHAN			1398																									
6260	Bridge of Weir	P.	2	..	324	344	46	114	120	23	363	4	4	..	846	338	179	..	..	..	328	..	..	1	375	14	6		
2725	Kilbarchan	P.	2	..	638	542	84	165	190	37	476	6	5	..	1183	566	284	..	..	..	333	..	..	..	613	7	8		
3270	Linwood	P.	2	..	315	189	26	70	57	9	162	2	3	..	508	186	93	..	..	..	227	..	..	1	197	8	7		
3105	Linwood	R.C.	1	..	263	179	38	47	44	..	129	1	2	..	274	107	59	20	..	33	..	4	..	..	120	9	6		
	KILMALCOLM.			1567																									
2744	Kilmalcolm	P.	1	..	488	391	56	115	158	22	351	6	3	1	1150	399	186	..	..	..	475	..	90	..	439	12	9		
4350	West Side	P.	1	..	67	22	3	8	7	..	18	1	..	..	114	32	12	..	..	..	69	..	..	..	29	12	3		
6461	* Orphan Homes of Scotland	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	-	-	-		
	LEVERN.			661																									
4395	Levern	P.	10	..	359	262	59	78	75	3	215	4	..	1	672	227	125	..	..	..	321	..	..	..	231	1	0		
4582	Nitshill	R.C.	10	..	123	117	27	35	41	..	103	1	..	2	300	99	62	14	..	117	..	8	..	..	110	12	3		
	LOCHWINNOCH			813																									
4053	Glenhead	P.	12	..	60	34	3	10	14	..	27	1	..	..	85	32	16	..	..	..	38	..	..	..	30	1	6		
3278	Howwood	P.	12	..	275	212	26	70	73	1	170	2	2	1	436	199	113	..	..	..	124	..	..	..	189	2	9		
3463	Lochwinnoch	P.	12	..	390	334	..	110	156	8	274	5	..	2	627	332	181	..	..	..	114	..	..	..	326	0	0		
3464	Macdowall	P.	12	..	164	125	72	26	..	..	98	2	..	..	272	90	51	..	..	..	180	..	..	..	99	2	6		
	MEARNS.			655																									
2585	*Busby District*	P.	1	..	540	368	59	115	123	13	310	6	2	..	1045	336	171	..	..	..	532	6	..	..	345	10	8		
2053	Loganswell	P.	1	..	37	26	4	12	8	..	24	1	..	..	87	32	13	..	..	..	42	2	..	..	41	6	0		
3287	Mearns	P.	1	..	409	313	33	117	120	12	282	4	..	2	858	335	175	..	..	..	324	24	..	..	355	18	5		
	NEILSTON § 67.			2821																									
4092	Barrhead	P.	2	..	505	489	56	156	154	9	375	6	2	3	1111	458	226	..	..	..	427	..	..	..	449	5	8		
4235	Cross Arthurlie	P.	2	..	774	688	121	216	228	2	577	8	4	6	1676	688	348	..	..	..	640	..	..	..	683	2	6		
2075	Grahamston	P.	2	..	579	575	79	179	169	48	475	9	3	4	1366	543	269	..	..	..	434	..	120	..	619	19	9		
2166	Neilston	P.	2	..	422	425	89	130	138	3	360	6	4	2	1009	413	215	..	..	..	381	..	..	..	416	9	4		
2642	*Uplawmoor*	P.	2	..	175	87	17	30	25	1	73	1	..	..	259	123	56	..	..	..	80	..	..	..	83	5	11		
2842	Barrhead	R.C.	1	..	566	479	94	155	141	..	390	4	3	3	843	369	223	48	..	165	..	38	..	..	436	1	3		
2695	St. Thomas	R.C.	9	..	234	211	33	55	68	..	176	2	1	2	444	196	111	28	..	92	..	18	..	..	193	6	6		

* New School—Grant to run as from 1st August, 1903.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during Year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1903-1904.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902-1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.														
							£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£	£ s. d.
	RENFREW—*contd.*																								
	PAISLEY (Burgh) § 67.			15860																					
6424	Abercorn	P.	3	..	1462	858	141	282	349	17	789	13	1	3	1995	705	624	91	6	..	431	..	..	137	953 7 1
4625	Camphill	P.	6	..	1977	1042	229	582	778	110	1699	33	..	4	4941	2274	1023	241	..	..	1013	..	..	890	2235 4 6
4625 H.G.	*Camphill H.G.	H.G.	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
		P.																							
3479	Carbrook Street	P.	1	..	879	737	104	261	275	8	648	11	..	3	1492	727	391	..	6	..	241	..	..	128	767 3 11
1344	East	P.	1	..	760	763	119	264	283	12	678	12	..	3	1859	791	389	..	9	..	530	..	..	140	810 15 10
1062	Ferguslie	P.	3	..	700	763	81	277	304	8	670	12	..	3	1652	822	419	96	..	..	170	..	..	144	809 19 10
1977	Mossvale	P.	3	..	1189	881	110	308	330	6	749	12	1	5	1978	875	440	105	2	..	398	..	..	158	875 0 0
1388	North	P.	3	..	700	753	134	231	258	11	634	12	..	3	1804	774	397	90	5	..	401	..	..	136	755 12 3
6207	Oakshaw	P.	6	..	707	688	92	222	268	10	592	10	..	3	1644	630	325	75	..	..	479	..	..	135	701 0 4
5304	Oakshaw, Deaf Mutes	P.	3	..	..	..	..	3	5	..	8	..	..	..	..	..	..	..	..	..	..	..	..	..	44 12 6
1389	South	P.	3	..	1509	1523	245	568	612	13	1378	24	..	6	3028	1579	838	194	4	..	121	..	..	292	1591 5 4
1390	West	P.	1	..	700	720	116	245	281	8	650	11	..	3	1704	775	404	..	2	..	384	..	..	139	752 10 6
4916	Williamsburgh	P.	1	..	1257	1258	161	443	511	21	1136	20	..	6	2768	1405	687	..	16	..	415	..	..	245	1377 0 7
1687	St. Catherine's	R.C.	11	..	602	618	98	179	179	..	456	7	2	5	1067	519	241	69	..	197	..	41	..	..	518 13 3
6196	St. Charles'	R.C.	3	..	324	385	97	105	111	..	313	3	2	2	752	270	157	75	..	240	..	10	..	..	334 9 9
6422	St. James'	R.C.	1	..	361	457	77	191	108	..	376	2	7	3	787	346	358	57	..	6	..	21	..	..	372 12 6
4267	St. Mary's	R.C.	1	..	847	819	121	256	300	..	677	4	7	5	1318	665	406	93	..	113	..	41	..	..	741 11 7
3803	St. Mirin's	R.C.	1	..	465	338	62	72	164	..	298	3	2	1	689	339	166	51	..	120	..	13	..	..	327 2 4
2048	Ferguslie Half-time	..	10	..	449	117	..	..	68	..	68	4	..	..	515	96	44	12	..	353	..	12	..	..	94 11 6
3654	¶Neilson Education Institution	..	6	..	1491	828	82	176	328	164	750	14	4	11	3207	1099	..	213	536	..	..	1109	250	..	1122 4 7
	PAISLEY (Landward).			3491																					
3317	Cardonald	P.	11	..	344	270	67	92	70	..	229	4	1	..	654	233	148	..	..	..	270	..	..	2	244 0 0
2243	Elderslie, Wallace	P.	12	..	494	355	67	128	119	4	318	4	5	..	959	349	200	..	..	..	408	..	..	2	362 14 9
2757	Inkerman	P.	10	..	280	153	33	47	46	..	126	2	2	..	423	149	88	..	..	..	187	..	..	..	137 17 0
1627	Johnstone	P.	1	..	1490	1533	228	479	552	23	1282	18	10	8	3305	1405	785	..	..	..	1105	..	..	10	1456 9 4
1732	Nethercraigs	P.	11	..	142	100	14	36	42	2	94	2	1	..	400	112	60	..	..	..	228	..	..	..	112 9 6
3901	Johnstone, St. Margaret's	R.C.	1	..	585	286	108	172	195	..	475	3	6	4	1153	481	256	65	..	315	..	36	..	..	537 8 9

	PORT GLASGOW (Burgh) § 67.			3339																						
1585	Chapelton	P.	10	..	475	458	76	151	176	..	403	8	1	2	1183	457	213	..	..	..	512	..	..	..	466	16	0
4221	Clune Park	P.	10	..	635	666	95	224	274	..	593	15	..	3	1657	686	354	..	..	..	617	..	..	..	694	16	2
4554	Jean Street	P.	6	..	1123	1053	164	320	378	57	919	18	3	10	2487	1068	562	..	..	..	731	1	90	35	1146	18	2
4554 H.G.	*Jean Street, H.G.	H.G. P.	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..			
2119	St. John's	R.C.	12	..	*983*	*1094*	*161*	*354*	*367*	*3*	*885*	*9*	*5*	..	*1701*	*905*	*518*	*193*	..	*67*	..	*18*	..	..	*910*	*8*	*6*
	RENFREW (Burgh).			1347																						
4178	Blythswood Testimonial	P.	12	..	1251	1170	228	336	426	41	1031	17	2	15	2678	1154	596	..	224	..	625	79	..	..	1237	18	6
	RENFREW (Landward).			1636																						
3475	*Oswald*	P.	1	..	200	137	38	45	18	29	120	3	..	1	360	126	66	..	..	..	163	..	..	5	131	17	9
6007	Moorpark	P.	12	..	607	583	111	187	180	21	499	9	4	5	1373	504	284	..	..	5	580	..	..	..	604	9	4
1577	Scotstoun	P.	12	..	1183	928	184	283	346	15	828	12	8	1	1877	770	454	..	..	..	625	8	20	..	968	12	8
1586	Yoker	P.	12	..	432	289	53	88	99	13	253	4	1	4	816	246	133	..	..	..	434	3	..	..	320	0	5
1581	St. James'	R.C.	12	..	150	151	35	58	46	..	139	1	3	..	394	120	63	17	..	188	..	5	..	..	148	9	6
	TOTAL			57205	57894	50871	7867	15897	18439	1810	44013	719	167	277	124560	50942	25637	2918	871	3296	35002	2096	1888	2444	54170	4	1
	ROSS AND CROMARTY.																									
	ALNESS			167																						
3525	Alness	P.	2	..	147	118	30	23	40	8	101	2	..	..	278	138	63	..	..	..	78	..	..	..	131	9	0
61	Boath	P.	5	..	70	20	..	6	9	..	15	1	..	..	79	42	6	2	..	..	29	..	..	..	40	7	9
1189	Glenglass	P.	2	..	52	18	2	5	8	1	16	1	..	..	74	40	11	..	..	..	23	..	..	..	36	1	3
	APPLECROSS § 67.			310																						
1891	Aligin	P.	5	..	63	43	7	15	14	..	36	1	..	..	98	60	21	5	..	..	12	..	..	..	62	3	0
4058	Applecross	P.	5	..	154	72	8	18	31	2	54	1	1	..	180	96	38	49	..	..	..	..	..	4	83	9	0
4134	Arinacrinachd	P.	5	..	50	35	5	6	19	..	30	1	..	..	102	60	20	5	..	..	15	..	..	2	57	18	3
1416	Callakille	P.	5	..	30	17	2	7	7	..	16	1	..	..	100	44	16	4	..	..	31	..	..	5	59	8	0
4815	*Dibaig*	P.	5	..	60	21	3	5	9	..	16	1	..	..	83	34	9	2	..	..	38	..	..	..	34	18	0
2779	Shieldaig	P.	5	..	50	44	4	12	24	..	40	1	..	..	90	65	23	5	..	..	..	..	..	..	68	0	0
1609	Torridon	P.	5	..	44	33	5	11	12	..	28	1	..	..	83	49	16	4	..	..	14	..	..	..	53	13	9
	AVOCH.			391																						
4319	Avoch	P.	2	..	252	246	65	82	66	5	218	3	2	5	429	290	139	..	..	..	..	..	..	3	286	1	3
3996	Killen	P.	2	..	84	38	7	9	17	..	33	1	..	..	89	63	21	..	..	..	5	..	..	..	57	15	3
4672	Avoch, Mackenzie Foundation	E.	2	..	110	110	24	29	39	..	92	1	1	..	245	104	56	13	69	..	..	..	..	..	117	9	9

* New School—Grant to run as from August 1st, 1904.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1903–1904.
							Under 7 (Infants.)	Above 7 and under 10 (Junior Division).	Above 10			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902–1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.														
															£	£	£	£	£	£	£	£	£	£	£ s. d.
	ROSS AND CROMARTY —*cont.*																								
	BARVAS § 67.			1430																					
1620	Airidh-an-tuim	P.	2	..	170	180	15	48	70	..	133	1	1	3	343	173	79	..	..	..	87	..	3	..	177 3 9
1643	Barvas	P.	2	..	155	120	13	38	42	4	97	1	..	2	260	124	65	..	..	..	68	..	..	..	135 11 6
1639	Bragar	P.	2	..	240	205	33	63	65	5	166	1	1	2	371	199	106	..	..	..	64	..	..	..	223 6 3
1816	Cross	P.	2	..	245	229	30	63	72	2	167	3	..	2	340	174	86	..	25	..	53	..	..	..	296 10 0
1841	Lionel	P.	2	..	356	252	33	81	103	4	206	1	4	2	489	309	144	..	..	..	32	..	..	..	341 6 0
1942	Shawbost	P.	2	..	205	138	18	33	56	5	112	1	1	1	269	151	72	..	..	..	44	..	2	..	132 12 11
4865	Skigersta	P.	2	..	33	54	12	27	5	..	44	p	..	..	67	46	24	..	..	..	..	..	..	..	54 11 3
	CARNOCH.			37																					
3530	Strathconan	P.	5	..	48	23	3	7	5	6	21	1	..	..	157	51	17	4	..	..	85	..	..	..	46 18 9
	CONTIN.			65																					
4410	Contin	P.	5	..	100	40	7	10	17	..	34	1	..	..	184	46	21	5	..	..	112	..	..	..	45 3 6
619	Scatwell	P.	5	..	38	8	2	2	4	..	8	1	..	..	62	26	5	1	..	..	30	..	..	..	25 6 0
	CROMARTY § 67.			354																					
2169	Cromarty	P.	2	..	420	312	59	101	97	25	282	5	..	5	735	419	169	..	..	..	42	..	40	64	452 15 0
912	Peddieston	P.	2	..	123	59	9	17	28	..	54	1	..	1	182	91	34	..	..	..	44	..	..	13	87 18 6
	DINGWALL § 67.			463																					
3972	Dingwall Academy	P.	6	..	494	467	85	139	183	..	407	7	1	4	952	348	282	68	..	..	159	..	..	145	561 4 3
3972 H.G.	Dingwall Academy, H.G.	H.G.	6	..	310	129	..	..	..	114	114	3	1	..	906	283	65	..	35	..	261	..	213	49	449 13 3
		P.																							

	EDDERTON.			103																									
3516	Edderton	P.	11	..	160	104	11	30	37	10	88	2	..	..	400	121	54	..	..	..	224	..	1	..	130	14	3
	FEARN § 67.			335																									
342	Balmuchy	P.	11	..	110	79	11	19	36	...	66	1	1	1	186	82	37	..	..	..	61	..	..	..	86	5	6
3187	Hill of Fearn	P.	11	..	131	96	22	31	25	..	78	2	..	1	235	99	44	..	..	..	91	..	..	..	98	8	3
911	Hilton	P.	11	..	244	213	60	48	66	11	185	3	..	3	394	270	101	..	..	..	18	..	5	..	331	8	2
	FODDERTY.			296																									
412	Fodderty	P.	2	..	196	126	24	27	53	..	104	2	..	3	334	133	61	..	..	..	139	..	1	..	141	16	6
2273	Maryburgh	P.	2	..	199	126	18	32	54	5	109	2	..	2	294	152	67	..	..	..	73	..	2	..	151	16	0
	GAIRLOCH § 67.			717																									
2859	Achtercairn	P.	5	..	132	76	12	19	28	4	63	1	1	1	333	100	39	9	..	..	145	..	36	3	97	17	6
3826	Bualnaluib	P.	5	..	167	79	8	21	32	6	67	2	..	..	242	92	41	9	..	..	99	..	..	..	95	15	6
3822	Inversadale	P.	5	..	119	60	5	15	26	4	50	1	..	..	201	75	29	57	..	..	40	..	..	..	89	14	0
1546	Kenlochewe	P.	5	..	40	28	5	10	10	..	25	1	..	..	109	51	17	4	..	..	36	..	..	..	51	9	6
3665	Laide	P.	5	..	90	59	7	22	24	..	53	1	..	..	110	76	31	7	34	..	..	..	1	..	79	12	0
4584	Mellon Udrigle	P.	5	..	44	34	6	12	12	..	30	1	..	..	114	57	20	5	..	..	38	..	..	..	53	11	0
1608	Melvaig	P.	5	..	84	58	5	17	25	..	47	1	..	..	132	65	26	6	..	..	34	..	..	..	71	17	8
4583	Opinan	P.	5	..	110	85	9	26	36	3	74	1	1	..	186	132	55	13	..	..	..	..	1	..	134	16	9
4585	Poolewe	P.	5	..	57	59	9	14	27	..	50	1	..	1	150	74	29	7	..	..	39	..	..	..	76	5	4
1388	Sand	P.	5	..	70	40	2	13	18	..	33	1	..	..	112	60	22	5	..	..	21	..	..	4	53	15	0
	GLENSHIEL.			57																									
4198	Letterfearn	P.	7	..	59	25	3	8	11	1	28	1	..	..	101	45	14	3	..	..	39	..	..	...	45	3	0
1635	Shiel	P.	7	..	37	18	2	5	9	..	16	1	..	..	71	35	9	2	..	..	25	..	..	..	39	10	3
	KILLEARNAN.			174																									
2115	Killearnan	P.	4	..	180	92	17	27	27	13	84	1	1	1	219	127	44	10	..	..	36	..	2	..	139	9	10
1873	Tore	P.	4	..	59	34	6	15	8	..	29	1	1	..	90	62	22	45	..	..	..	..	..	..	51	16	6
	KILMUIR EASTER § 67.			199																									
2254	Kilmuir Easter	P.	2	..	181	151	20	50	63	..	133	2	..	..	359	173	85	18	..	..	66	..	..	18	165	11	7
783	Tullich	P.	2	..	80	35	3	8	17	..	28	1	1	..	156	55	19	44	..	..	34	..	..	4	55	2	3
	KILTEARN.			242																									
4238	Kiltearn	P.	2	..	231	188	23	48	70	51	172	2	3	2	551	287	103	..	..	10	149	..	3	..	310	1	0

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1903-1904.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902-1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).															
															£	£	£	£	£	£	£	£	£	£	£ s. d.
	ROSS AND CROMARTY —*contd.*																								
	KINCARDINE.			218																					
503	Achnahannet	P.	6	..	40	21	2	7	8	..	17	1	..	..	142	45	17	4	..	..	76	..	..	..	44 19 6
469	Croick	P.	6	..	35	24	1	10	8	..	19	1	1	..	127	41	15	43	28	..	..	..	..	..	39 18 5
1404	Culrain	P.	6	..	50	24	5	9	7	..	21	1	..	..	96	43	13	3	..	..	37	..	..	..	41 13 9
2535	Gledfield	P.	6	..	115	76	6	24	29	5	64	2	1	..	338	90	41	49	..	..	157	..	..	..	39 18 9
4701	Loubcroy	P.	6	..	18	8	..	1	4	..	5	p.	..	..	69	23	3	1	..	..	42	..	..	..	21 16 0
	KINLOCH-LUICHART.			111																					
1242	Achnasheen	P.	5	..	52	23	4	7	7	4	22	1	..	..	153	35	10	2	..	..	105	..	..	..	41 13 0
4228	Kinloch-Luichart	P.	5	..	40	20	3	4	11	..	18	1	..	..	199	43	14	3	30	..	108	..	..	..	50 1 3
4194	Strathgarve	P.	5	..	80	28	4	10	11	..	25	1	..	..	43	..	..	..	..	..	43	..	..	..	47 13 3
	KINTAIL.			88																					
3086	Dornie	P.	7	..	57	69	11	18	27	6	62	2	..	1	261	90	38	59	..	..	92	..	..	..	98 8 3
1162	*Killilan*	P.	7	..	60	23	1	6	14	..	21	1	..	..	141	46	14	3	..	..	61	..	..	..	45 7 6
	KNOCKBAIN § 67.			302																					
2088	Drumsmittal	P.	2	..	141	122	12	29	47	11	99	2	..	1	258	158	60	14	..	..	26	..	..	..	150 4 6
3248	Munlochy	P.	2	..	140	103	13	30	31	20	94	2	..	..	277	154	60	13	..	..	49	..	..	..	169 0 9
3936	Upper Knockbain	P.	2	..	117	32	1	16	12	2	31	1	1	..	129	48	16	44	..	..	21	..	..	..	53 3 0
4476	Arpafeelie, St. John's	E.	2	..	87	48	8	12	21	..	41	1	..	1	150	71	32	14	..	16	..	..	..	..	63 4 9
	LOCHALSH. § 67.			301																					
490	Auchmore	P.	7	..	50	24		7	11	..	20	1	..	..	81	47	14	3	..	..	17	..	..	..	41 7 9
4413	Earbusaig	P.	7	..	32	63	11	15	22	..	48	1	1	..	187	85	41	9	..	..	52	..	..	..	70 8 0

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1903–1904.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10 (Senior Division).	Above 10 (Supplementary Courses or Higher Grade Schools).	Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902–1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
															£	£	£	£	£	£	£	£	£	£	£ s. d.
	ROSS AND CROMARTY—*cont.*																								
	RESOLIS § 67.			167																					
3788	Cullicudden	P.	4	..	123	56	5	19	20	5	49	1	..	1	158	86	31	7	2	..	23	..	..	8	87 9 6
3201	Newhall	P.	4	..	123	87	15	23	29	7	74	1	1	1	211	94	40	9	3	..	56	..	..	9	106 1 3
	ROSEMARKIE § 67.			280																					
508	Fortrose Academy	P.	6	..	259	218	36	46	79	31	192	3	1	3	530	336	115	..	68	..	5	..	6	..	343 4 3
508 H.G*	„ H.G.	H.G. P.	6	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
142	Rosemarkie	P	11	..	130	88	22	2	30	..	76	1	2		206	95	44	..	..	..	66	..	1	..	97 0 0
	ROSSKEEN § 67.			635																					
3650	Ardross	P.	11	..	114	68	7	20	33	..	60	1	1	..	262	90	39	..	..	..	116	..	1	16	93 19 9
2094	Bridgend	P.	10	..	205	197	36	63	70	8	177	3	1	3	447	276	107	..	..	..	7	..	9	48	252 3 7
3196	Invergordon	P.	6	..	195	215	33	77	82	..	192	4	1	2	618	219	117	28	..	..	253	..	..	..	270 12 7
3196 H.G	„ H.G.	H.G. P.	6	..	113	61	..	..	..	54	54	1	..	..	390	91	30	5	60	..	119	..	85	..	181 6 6
1250	Newmore	P.	11	..	107	67	9	18	33	..	60	1	1	..	187	94	36	..	..	..	39	..	1	17	88 12 9
3351	Saltburn	P.	11	..	90	32	7	13	8	..	28	p	..	..	64	31	15	..	..	..	11	..	..	7	35 17 6
5261	Strathrusdale	P.	5	..	28	18	1	5	10	..	16	p	..	..	63	35	9	2	..	..	14	..	..	3	36 7 0
	STORNOWAY § 67.			2696																					
1842	Aird	P.	2	..	270	285	17	77	118	5	217	2	2	3	440	294	136	..	..	..	4	..	6	..	289 14 0
1737	Back	P.	2	..	398	321	53	86	125	10	274	2	4	3	576	368	157	..	..	..	44	2	5	..	411 16 9
1595	Bayble	P	2	..	360	320	35	78	122	23	258	2	4	4	607	407	153	..	..	..	41	..	7	..	430 7 3
1730	Knock	P.	2	..	268	179	26	61	52	16	155	1	3	2	417	211	89	..	..	..	112	1	4	..	230 8 3
1961	Laxdale	P.	2	..	150	189	23	69	62	10	164	2	2	2	403	225	98	..	..	..	75	..	4	..	227 7 4
4356	Nicolson Institute	P.	6	..	777	550	79	182	153	..	414	7	4	5	869	465	184	62	35	..	122	..	..	1	597 4 9
4356 H.G	„ „ H.G.	H.G. P.	6	..	284	148	..	..	4	120	124	3	1	..	1214	..	43	15	60	..	706	..	390	..	415 11 1
1918	Sandwickhill	P.	2	..	225	163	19	50	63	6	138	2	1	3	375	200	88	..	..	..	82	..	4	..	189 11 3

1843	Tolsta	P.	2	..	176	193	31	56	72	3	162	2	2	2	375	193	89	..	..	..	89	..	4	..	214	18	0
1844	Tong	P.	2	..	132	136	19	47	44	7	117	1	1	2	324	156	63	..	..	..	103	..	3	..	167	3	6
3368	Female Industrial	..	2	..	189	123	15	41	43	3	102	2	1	1	244	140	68	15	..	9	..	..	..	1	138	7	9
	TAIN.			458																						
791	Inver	P.	5	..	91	39	10	9	16	..	35	1	..	..	126	47	22	5	..	..	52	..	..	..	44	13	6
2339	Tain	P.	10	..	323	291	41	102	115	..	258	4	1	1	590	315	144	..	..	..	131	..	..	..	337	4	3
	TARBAT § 67.			262																						
2350	Old	P.	5	..	289	223	36	63	80	21	200	4	..	2	484	303	116	27	..	..	37	..	2	..	331	3	6
1395	West	P.	5	..	68	39	9	13	14	..	36	1	1	..	130	34	16	44	..	..	36	..	..	..	45	18	0
	UIG § 67.			949																						
1945	Bernera	P.	3	..	120	93	11	22	23	3	59	1	..	2	202	84	36	8	..	..	71	..	1	..	88	1	9
1852	Breasclet	P.	3	..	201	149	24	45	47	7	123	1	3	1	315	168	78	18	..	..	49	..	2	..	184	13	9
751	Carloway	P.	3	..	220	248	26	78	85	8	197	2	3	1	384	242	113	26	..	..	..	..	3	..	259	0	9
1885	Crowlista	P.	3	..	88	58	4	14	25	3	46	1	..	..	159	71	26	6	..	..	54	..	1	..	77	5	9
6004	Crulivig	P.	3	..	44	32	11	8	11	..	30	p	..	..	73	48	16	4	..	..	5	..	..	..	52	11	3
1886	Duncarloway	P.	3	..	100	76	10	22	23	3	58	1	..	..	142	71	32	7	..	..	30	..	1	..	77	10	11
1966	Isilvig	P.	3	..	85	56	5	12	30	..	47	p	..	..	158	76	29	7	..	..	45	..	1	..	74	4	6
1849	Loch Croistean	P.	3	..	65	60	5	17	24	..	46	1	..	..	162	58	24	6	..	..	74	..	..	..	70	1	0
1594	Valtos	P.	3	..	130	108	22	34	34	6	96	1	1	..	191	118	55	13	..	..	4	..	1	..	129	14	6
	URQUHART AND LOGIE WESTER § 67.			372																						
3542	Conon	P.	2	..	125	112	18	35	43	2	98	1	1	1	228	136	64	14	..	..	12	..	1	..	131	11	9
2819	Culbokie	P.	2	..	134	112	11	28	53	2	94	1	2	..	272	127	51	43	..	..	50	..	2	..	126	6	9
2125	Ferintosh	P.	2	..	155	54	4	18	25	2	44	1	..	1	167	70	31	7	..	..	59	..	1	..	63	3	3
3642	Mulbuie	P.	2	..	95	55	3	15	27	3	48	1	..	1	160	71	32	7	..	..	48	..	1	..	67	7	9
	URRAY.			359																						
3006	Marybank	P.	11	..	120	115	11	31	51	2	95	2	..	..	223	132	58	..	..	..	91	..	2	..	128	13	3
298	Tarradale	P.	11	..	180	179	22	61	55	20	158	2	1	..	382	203	89	..	..	..	88	..	2	..	206	0	9
	TOTAL			14788	18797	13527	1873	3842	4867	807	11389	208	86	110	34292	16190	6706	1519	508	35	7980	3	976	501	17850	8	6
	ROXBURGH.																									
	ANCRUM.			171																						
2548	Ancrum	P.	1	..	195	100	20	32	34	5	91	2	..	1	270	102	55	..	..	..	113	..	..	..	108	2	6
1697	Sandystones	P.	4	..	94	42	4	15	16	2	38	1	..	1	180	57	23	5	..	..	92	1	..	..	59	16	0

* New School.— Grant to run as from 1st August, 1904.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division).	Above 10. (Supplementary Courses or Higher Grade Schools).	Total.	Number of Teachers. Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.	Expenditure on Maintenance of School. £	Income of School derived from: Annual Grant, 1902–1903. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools and General Aid Grant. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	Annual Grant paid at end of School Year 1903–1904. £ s. d.
	ROXBURGH—*contd.*																								
	BEDRULE.			49																					
389	Bedrule	P.	2	..	64	25	5	6	11	..	22	1	..	..	126	46	14	..	..	..	66	..	..	..	39 0 3
	BOWDEN.			102																					
2997	Bowden	P.	6	..	125	80	12	24	31	4	71	2	1	..	320	68	37	48	..	..	167	..	..	..	83 8 3
2753	Midlem	P.	6	..	58	20	4	5	9	..	18	1	..	..	82	36	11	3	..	..	32	..	..	..	34 13 3
	CASTLETON.			368																					
457	Burnmouth	P.	4	..	55	28	6	8	11	..	25	1	..	..	111	35	11	2	..	..	63	..	..	..	41 9 3
388	Hermitage	P.	4	..	75	32	4	10	13	..	27	1	..	..	109	41	14	3	..	..	111	..	..	..	44 15 9
685	New Castleton	P.	4	..	288	201	34	58	70	13	175	3	1	1	603	210	106	24	..	..	260	..	..	4	215 9 6
1703	Riccarton	P.	4	..	87	41	5	12	20	..	37	1	..	..	102	60	25	6	..	..	11	..	..	..	56 13 0
618	Saughtree	P.	4	..	59	56	7	15	21	..	43	1	..	..	143	65	27	6	..	..	45	..	..	..	61 16 3
	CAVERS AND KIRKTON			235																					
704	Cogsmill	P.	2	..	100	36	4	10	12	3	29	1	1	..	202	52	20	5	..	..	126	..	..	..	51 2 0
3415	Denholm	P.	1	..	219	103	11	33	31	4	79	2	1	..	394	99	52	..	..	..	239	..	..	4	106 7 0
4132	Kirkton	P.	1	..	135	43	3	11	21	3	38	2	..	1	217	58	26	..	..	..	133	..	..	..	56 19 3
	CRAILING.			87																					
143	Crailing	P.	1	..	125	60	12	18	17	..	47	1	..	..	233	54	32	..	..	..	147	..	..	..	47 10 0
	ECKFORD.			122																					
3414	Caverton Mill	P	2	..	93	44	7	14	17	..	38	1	..	..	143	40	24	..	..	..	80	..	..	..	39 0 0
129	Eckford	P.	1	..	100	45	9	14	18	..	41	1	..	..	137	44	23	..	..	..	70	..	..	..	44 10 6

	EDGERSTON.			59																							
826	Edgerston	P.	2	..	78	44	10	10	19	..	39	1	..	..	163	55	21	..	..	..	71	..	11	5	57	6	3
	EDNAM.			102																							
106	Ednam	P.	1	..	161	102	17	32	42	..	91	2	..	1	299	99	51	..	..	..	149	..	..	..	99	11	6
	HAWICK (Burgh) § 67.			3273																							
3444	Buccleuch	P.	10	..	1038	792	78	237	330	36	681	13	..	6	1712	778	380	..	..	..	541	1	..	17	843	14	0
3926	Drumlanrig	P.	10	..	773	485	84	149	174	4	411	9	..	6	1111	483	249	..	..	..	361	..	..	17	477	19	3
3783	St. Mary's, Infant	P.	10	..	305	223	123	72	..	..	195	4	..	1	404	193	121	..	..	..	88	..	..	2	197	3	0
3746	Trinity	P.	10	..	770	556	86	175	224	4	489	7	2	7	1247	559	281	..	..	..	388	1	..	18	588	17	3
307	Wilton	P.	10	..	769	604	103	202	240	7	552	10	..	6	1291	633	309	..	..	..	332	1	..	16	644	4	10
2177	St. Cuthbert's	E.	10	..	152	102	19	28	44	..	91	2	..	..	257	92	49	13	..	150	..	1	..	..	99	14	9
794	Roman Catholic	R.C.	10	..	154	127	25	37	45	..	107	1	..	1	280	106	58	15	10	82	..	4	..	..	119	18	3
	HAWICK (Landward).			204																							
3588	Clarilaw	P.	2	..	115	54	9	13	22	..	44	2	..	..	204	65	20	57	..	..	52	..	..	..	58	4	9
567	Dean	P.	1	..	56	43	7	13	19	..	39	1	..	..	156	46	26	..	..	..	84	..	..	..	42	16	9
3310	New Mill	P.	1	..	116	89	3	12	18	..	33	2	..	..	217	61	23	..	..	..	134	..	..	..	51	19	6
4354	Stouslie	P.	1	..	67	20	3	9	6	..	18	1	..	..	122	30	9	..	..	..	88	..	..	..	33	6	0
	HOBKIRK.			84																							
675	Hobkirk	P.	2	..	145	89	10	29	33	4	76	2	1	..	269	84	52	51	..	..	82	..	..	..	89	7	3
	HOWNAM			45																							
63	Hownam	P.	4	..	61	19	4	4	8	..	16	1	..	..	163	35	11	2	..	..	115	..	..	..	32	8	0
	JEDBURGH (Burgh) § 67.			543																							
3447	Grammar	P.	6	..	562	526	97	153	163	55	468	8	2	2	1609	537	352	62	..	..	410	..	65	183	644	10	4†
3447 H.G.	* " H.G.	H.G.	6																								
		P.																									
3655	St. John's	E.	6	..	243	140	32	31	52	..	115	2	..	1	301	128	68	35	..	70	..	..	..	..	114	7	6
	JEDBURGH (Landward).			235																							
3675	Lanton	P.	2	..	102	36	9	9	13	..	31	1	..	..	152	53	24	..	..	..	75	..	..	..	43	4	3
1381	Pleasants	P.	2	..	96	49	7	15	22	..	44	1	1	..	173	44	21	..	..	..	108	..	..	..	48	11	0
	KELSO.			745																							
3450	Kelso	P.	6	..	477	339	..	90	192	25	307	7	..	1	1116	383	173	39	..	..	502	..	..	19	433	6	6
514	Kelso, Infant	P.	6	..	219	209	114	67	..	..	183	2	2	..	329	158	94	22	..	..	54	..	..	..	179	19	10

* New School—Grant to run as from 1st August, 1904. † Grant for 13 months.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.				Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1903–1904.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.						Annual Grant, 1902–1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.										
															£	£	£	£	£	£	£	£	£	£ s. d.
	ROXBURGH—*contd.*																							
	LILLIESLEAF.			105																				
4070	Lilliesleaf	P.	7	..	191	99	11	32	18	19	80	2	..	1	302	109	57	13	..	..	123	..	..	..	95 16 2
	LINTON.			54																				
117	Linton	P.	2	..	84	51	8	13	20	..	41	1	1	..	181	48	28	46	..	..	59	..	..	..	42 4 0
	MAKERSTOUN.			62																				
1832	Makerstoun	P.	1	..	127	60	12	17	23	..	52	1	..	..	194	51	30	..	..	..	112	1	..	..	53 2 0
	MAXTON.			83																				
72	Maxton	P.	6	..	151	54	12	21	15	..	48	1	1	..	225	59	29	47	..	..	90	..	..	..	58 6 0
	MELROSE.			778																				
3834	Blainslie	P.	2	..	103	61	11	13	28	..	52	1	..	..	197	73	35	..	..	..	89	..	..	..	67 2 6
3688	Gattonside	P.	11	..	86	33	17	11	1	..	29	1	..	..	102	24	14	..	..	..	64	..	..	..	27 8 0
2973	Langshaw	P.	6	..	50	23	5	6	9	..	20	1	..	..	91	36	11	3	2	..	39	..	..	..	35 8 0
3290	Melrose	P.	11	..	365	333	41	88	152	14	295	6	1	2	868	358	179	..	..	..	311	..	20	..	357 1 0
1079	Newstead	P.	11	..	86	18	6	10	..	..	16	p.	..	..	59	19	12	..	..	..	28	..	..	..	15 8 0
3664	Newtown, St. Boswell's	P.	11	..	215	156	33	47	56	..	136	2	2	..	405	176	97	..	..	..	131	..	..	1	146 14 6
	MINTO.			90																				
666	Minto	P.	2	..	106	77	14	20	31	5	70	1	1	..	274	72	36	..	3	..	161	2	..	..	84 3 9

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List of Schools aided from Parliamentary Grant —*Continued.*

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	ROXBURGH—*contd.*																								
	YETHOLM.			152																					
5598	Yetholm	P.	2	..	202	162	27	43	56	..	126	2	1	..	235	157	33	..	..	..	42	4	..	..	138 2 0
	TOTAL			3758	11754	7629	1339	2270	2710	211	6610	146	23	41	21385	7889	4019	724	70	337	7989	18	97	287	8121 5 8
	SELKIRK.																								
	ASHKIRK.			73																					
2580	Ashkirk	P.	2	..	130	47	5	15	19	3	42	2	..	..	225	57	25	56	..	..	85	2	..	..	60 13 9
	CADDONFOOT.			139																					
4078	Caddonfoot	P.	3	..	136	80	11	22	34	..	67	2	..	..	243	95	47	11	..	..	89	..	..	1	83 18 6
	ETTRICK.			51																					
6197	Chapelhope	P.	6	..	28	20	1	7	9	..	17	1	..	..	95	30	9	2	..	..	54	..	..	..	32 16 0
4148	Ettrick	P.	6	..	61	19	2	6	8	..	16	1	..	..	222	38	13	3	..	..	167	..	..	..	38 0 0
	GALASHIELS (Burgh) § 67.			2517																					
4581	Galashiels (B).	P.	12	..	904	638	115	194	205	22	536	12	..	8	1469	606	313	..	..	..	542	6	..	1	654 13 11
880	Glendinning Terrace	P.	12	..	352	328	66	94	110	7	277	7	..	2	1050	310	159	..	..	..	582	..	..	..	333 13 4
3763	Ladhope	R.	12	..	310	242	37	78	81	8	204	4	2	2	680	247	135	..	..	..	195	4	..	..	250 15 9
3981	Old Town	P.	12	..	450	259	33	68	110	6	217	4	1	4	774	275	133	..	..	..	362	4	..	..	264 18 2
157	Roxburgh Street	P.	12	..	749	531	78	156	201	47	482	9	2	4	1400	597	299	..	..	..	496	7	..	..	637 6 7
3440	Galashiels	E.	12	..	263	233	43	69	80	..	192	2	2	1	418	221	121	30	..	50	..	..	..	4	210 7 6
2698	Galashiels	R. C.	12	..	278	147	19	47	56	..	122	2	..	..	340	143	83	20	..	59	..	6	..	..	134 2 6

	GALASHIELS (Landward).			57																					
2837	Lindean	P.	6	..	60	22	4	5	9	..	18	1	..	..	88	30	12	3	..	..	43	..	..	..	29 14 11
	KIRKHOPE.			89																					
½	Kirkhope	P.	2	..	107	46	3	15	19	..	37	1	1	..	215	63	27	46	..	..	78	..	..	1	62 9 9
1862	Redfordgreen	P.	2	..	35	13	2	5	6	..	13	1	..	..	38	..	1	1	..	..	36	..	..	..	14 4 0
516	Gilmanscleuch	P.	6	..	33	14	1	4	6	..	11	1	..	..	82	..	8	2	..	..	72	..	..	..	26 10 0
	SELKIRK (Burgh) § 67.			951																					
279	Knowe Park	P.	11	..	539	396	66	105	144	35	350	9	..	2	1164	390	205	..	..	..	523	6	..	40	445 18 8
3366	Selkirk	P.	11	..	541	422	85	124	157	..	366	7	..	3	826	421	233	..	..	..	166	6	..	..	418 4 1
2933	Selkirk	R. C.	11	..	121	50	13	13	18	..	44	1	..	..	131	46	26	7	..	50	..	4	..	..	47 1 0
	SELKIRK (Landward).			305																					
1166	Selkirk	P.	11	..	317	218	37	57	93	..	187	4	1	1	630	219	120	..	..	..	291	..	..	..	207 10 3
636	Bowhill	..	6	..	53	39	5	16	15	..	36	1	..	..	137	43	17	9	..	68	..	..	..	..	50 8 3
	YARROW.			89																					
110	Megget	P.	6	..	27	21	3	6	10	..	19	1	..	..	119	10	9	2	..	..	99	..	..	..	34 14 0
1658	Mountbenger	P.	6	..	35	15	1	4	7	..	12	1	..	..	67	33	10	2	..	..	21	1	..	..	28 10 8
2658	Yarrow	P.	2	..	91	33	3	6	17	3	29	2	..	..	216	60	21	55	..	..	56	..	25	..	51 16 9
2969	*Yarrowford*	P.	6	..	45	17	3	4	9	..	16	1	..	..	78	31	9	2	..	..	36	..	..	..	31 12 0
	TOTAL			4274	5665	3850	636	1120	1423	131	3310	77	9	27	10610	3967	2035	249	..	226	3993	46	25	48	4149 19 11
	SHETLAND.																								
	BRESSAY.			132																					
3796	Bressay	P.	5	..	180	100	7	35	48	..	90	1	..	1	227	134	55	13	..	..	25	..	..	..	130 18 6
	DELTING § 67.			239																					
1611	Brae	P.	5	..	64	47	3	19	19	..	41	1	..	..	104	61	21	5	..	..	17	..	..	..	68 17 9
1492	*Gonfirth*	P.	5	..	40	31	..	5	13	..	18	1	..	..	64	32	10	2	..	..	20	..	..	..	36 10 0
651	Mid Lee (or Firth)	P.	5	..	76	34	1	8	14	1	24	1	..	..	134	47	22	5	..	..	61	..	..	..	62 15 6
4130	Olnafirth	P.	5	..	40	36	..	11	18	..	29	1	..	..	82	53	16	4	..	..	9	..	..	..	51 12 0
196	Roe	P.	5	..	32	24	1	7	13	..	21	1	..	..	81	45	13	3	..	..	21	..	..	..	43 1 3

List of Schools aided from Parliamentary Grant—*Continued.*

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							Under 7 (Infants.)	Above 7 and under 10 (Junior Division).	Above 10		Total	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902-1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses) or Higher Grade Schools).					£	£	£	£	£	£	£	£	£	£	£ s. d.
	SHETLAND—*contd.*			629																					
	DUNROSSNESS § 67.																								
204	Bigton	P.	6	..	73	68	14	23	21	1	59	1	..	..	112	86	35	8	..	..	..	2	..	18	88 3 11
1946	Boddam	P.	6	..	120	78	7	23	17	16	63	1	..	..	145	84	38	9	..	..	..	7	..	21	82 16 3
648	Cunningsburgh	P.	6	..	129	116	12	31	41	..	84	1	..	2	163	94	46	11	..	..	..	2	..	30	102 14 3
1108	Fairisle	P.	5	..	48	42	6	14	18	..	38	1	..	..	67	68	26	6	..	..	..	..	..	15	64 8 6
338	Levenwick	P.	6	..	52	51	8	17	20	..	45	1	..	..	90	64	25	6	..	..	..	2	..	14	68 4 6
649	Quendale	P.	6	..	60	47	5	18	17	..	40	p.	..	..	92	58	23	5	..	..	..	1	..	12	62 0 9
4289	Sandwick	P.	6	..	132	134	42	30	38	12	122	1	1	..	226	125	58	13	..	..	..	..	..	37	167 3 6
1959	Virkie	P.	6	..	70	58	10	22	22	..	54	1	..	1	105	63	29	7	..	..	..	..	..	16	69 11 6
	FETLAR § 67.			72																					
659	Fetlar	P.	5	..	65	48	1	11	10	17	39	1	..	..	82	65	25	6	..	..	..	..	..	..	65 4 0
	LERWICK § 67.			1101																					
4236	Burra	P.	5	..	130	123	4	42	58	..	104	1	1	..	215	128	56	13	..	..	18	..	..	..	148 8 6
2434	Central	P.	4	..	720	742	107	239	305	16	667	11	3	3	1474	776	365	81	..	..	262	..	..	..	912 3 11
1369	Gulberwick	P.	4	..	65	23	5	7	9	..	21	p.	..	..	83	41	12	3	..	..	27	..	..	..	41 18 3
2316	Lerwick, Anderson, Educational Institute	P.	6	..	184	62	..	..	..	54	54	3	2	..	311	133	32	7	216	..	273	..	150	..	151 4 0
1812	Quarff	P.	..	..	66	34	5	13	14	..	32	1	..	..	93	51	19	4	..	..	19	..	..	..	51 17 0
3563	Lerwick	E.	4	..	83	79	12	24	31	..	67	1	1	..	205	94	43	21	..	18	..	..	..	21	86 16 3
	NESTING, LUNNASTING, WHALSAY & SKERRIES § 67.			444																					
5660	Laxfirth	P.	6	..	48	21	..	6	13	..	19	p.	..	..	74	43	13	3	..	..	15	..	..	..	39 2 0
680	Lunnasting	P.	6	..	100	64	1	14	26	2	43	1	..	..	178	61	26	6	..	..	86	..	..	..	61 5 9

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1903-1904.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902-1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).															
															£	£	£	£	£	£	£	£	£	£	£ s. d.
	SHETLAND—*contd.*																								
	YELL § 67.			443																					
1957	Burravoe	P.	5	..	60	50	5	14	21	..	40	1	..	..	94	49	20	5	..	..	19	1	..	..	60 9 9
660	Cullivoe	P.	5	..	60	31	..	15	8	..	23	1	..	..	111	35	13	3	..	..	60	..	..	..	37 5 0
2530	East Yell	P.	5	..	44	38	1	12	15	..	28	p.	..	..	69	43	17	4	..	..	..	..	..	..	52 3 0
1906	Gutcher	P.	5	..	30	24	1	6	9	..	16	1	..	..	110	43	16	4	..	..	48	..	..	..	48 2 3
694	Mid Yell	P.	5	..	134	90	5	26	36	5	72	1	1	..	269	102	50	11	..	..	106	..	..	..	108 6 0
122	Ulsta	P.	5	..	30	27	1	9	15	..	25	p.	..	..	67	45	14	3	..	..	3	1	..	..	48 15 3
166	Westsandwick	P.	5	..	36	27	3	11	8	..	22	1	..	..	64	44	14	3	..	..	4	..	..	..	43 8 6
1884	West Yell	P.	5	..	50	29	..	10	12	..	22	p.	..	..	66	40	12	3	..	..	10	1	..	..	43 6 0
	Total			4861	5158	3923	347	1200	1591	143	3281	75	12	14	9436	4704	1867	491	216	43	1928	26	150	213	5100 13 10
	STIRLING.																								
	AIRTH.			289																					
2135	Airth	P.	3	..	182	156	28	55	56	2	141	3	1	1	401	160	89	50	..	..	93	8	..	..	153 4 0
1220	South Alloa	P.	3	..	100	67	13	23	23	..	59	1	1	..	183	63	34	48	..	..	35	3	..	..	63 14 9
3548	Dunmore Village	E.	3	..	84	55	11	28	11	..	50	1	..	2	141	52	29	14	..	44	..	2	..	..	54 1 0
	BALDERNOCK.			106																					
3920	Baldernock	P.	2	..	122	71	12	25	23	..	60	1	1	..	289	72	34	48	..	..	135	..	..	..	74 19 9
	BALFRON.			196																					
4107	Balfron	P.	2	..	208	164	24	47	60	3	134	2	1	1	445	145	74	..	..	..	223	2	..	..	153 5 3

	BUCHANAN.			76																									
639	Buchanan	P.	6	..	65	54	6	12	24	4	46	1	1	..	286	74	36	48	..	..	126	..	..	2	77	6	0
828	Sallochy	P.	6	..	38	12	3	4	4	..	11	1	..	..	59	35	8	9	..	..	14	..	..	..	26	15	0
	CAMPSIE.			1085																									
296	Craighead	P.	4	..	260	172	25	59	58	7	149	1	3	..	541	165	89	40	3	..	244	..	..	..	177	6	3
4742	Glen	P.	4	..	36	17	8	7	..	..	15	p.	..	..	93	19	12	3	..	..	53	1	..	6	15	3	9
3298	Lennoxtown	P.	4	..	450	385	60	118	142	24	344	3	4	3	832	387	206	47	..	..	149	42	..	..	419	7	10
297	Torrance	P.	5	..	276	172	35	56	55	4	150	2	1	1	403	164	90	41	..	..	92	16	..	..	168	8	0
3263	Lennoxtown, St. Machan's	R.C.	10	..	288	246	44	83	98	..	225	4	1	..	461	241	141	33	..	90	..	13	..	..	245	4	0
	DENNY § 67.			1773																									
4506	Denny	P.	3	..	1042	816	160	266	297	22	745	13	1	7	1963	841	428	98	..	..	321	2	165	107	866	19	4
304	Lawhill	P.	3	..	50	30	3	9	8	7	27	1	..	1	108	43	23	5	..	..	32	..	..	5	30	6	0
1272	Longcroft	P.	3	..	452	446	67	157	183	2	409	6	2	3	1143	498	271	62	..	..	246	2	..	64	460	14	9
2907	Denny	R.C.	11	..	332	305	98	89	93	..	280	4	1	..	601	260	153	37	..	141	..	9	..	..	294	6	3
	DRYMEN.			201																									
3670	Auchentroig	P.	3	..	59	42	3	16	17	..	36	1	..	..	101	56	24	6	..	..	15	..	..	..	53	17	9
239	Drymen	P.	3	..	150	112	16	37	43	6	102	2	..	..	307	113	62	14	..	..	118	..	..	..	122	1	9
1066	*Finnich Combination*	P.	3	..	51	40	6	16	11	..	33	1	..	..	103	40	18	4	..	..	41	..	..	..	43	10	0
	DUNIPACE § 67.			483																									
3753	Dunipace	P.	6	..	359	278	56	79	56	50	241	3	2	3	630	225	147	33	..	..	224	..	..	..	257	4	2
1131	Torwood	P.	6	..	112	45	12	11	13	..	36	1	..	..	116	49	27	6	..	..	35	..	..	..	38	1	3
	FALKIRK (Burgh) § 67.			4164																									
1499	Bainsford	P.	4	..	800	380	204	297	260	25	786	13	3	3	1905	780	412	94	..	..	499	119	..	..	907	8	0
905	Camelon	P.	4	..	1080	907	187	307	283	..	777	15	1	4	2009	968	532	122	..	..	352	34	..	..	861	1	0
6428	Carmuirs	P.	4	..	800	562	119	172	163	27	481	10	..	2	1567	323	232	53	..	..	948	10	..	..	572	6	3
3125	Central	P.	4	..	384	331	93	154	41	..	288	6	1	3	845	324	181	41	..	..	242	57	..	..	311	4	2
1572	Comely Park	P.	4	..	901	891	181	273	325	..	779	16	2	3	2013	887	469	108	..	..	422	127	..	..	876	15	7
2376	¶High	P.	4	..	427	447	59	143	182	..	384	9	..	2	1348	469	238	54	..	..	249	338	..	..	438	12	7
2265	Northern	P.	4	..	1141	792	169	244	253	..	666	11	3	2	1831	739	394	90	..	..	486	122	..	..	743	9	8
6400	Victoria	P.	4	..	1339	1061	193	292	337	54	936	18	..	4	2320	932	485	111	..	..	640	152	..	..	1128	5	11
3124	St. Francis	R.C.	11	..	288	392	51	119	135	..	305	2	2	..	490	228	149	30	..	192	..	16	..	..	289	1	1

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1903–1904.
							Under 7 (Infants.)	Above 7 and under 10 (Junior Division).	Above 10			Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902–1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).	Total.														
							£	£	£	£	£				£	£	£	£	£	£	£	£	£	£	£ s. d.
	STIRLING—*contd.*																								
	FALKIRK (Landward) § 67			3427																					
1192	Auchengean	P.	12	..	118	99	17	29	33	..	84	1	1	..	208	105	53	..	..	..	45	..	..	..	91 12 0
2993	*Bonnybridge*	P.	12	..	762	587	115	189	207	15	526	9	3	3	1708	581	321	..	..	..	780	2	24	..	610 8 10
547	Greenhill	P.	12	..	267	330	53	104	116	2	275	3	2	4	650	275	164	..	..	..	211	..	..	..	305 12 6
1282	Laurieston	P.	12	..	944	627	133	198	199	4	534	12	1	4	1694	583	317	..	..	..	648	19	27	..	596 11 3
	FINTRY.			56																					
3130	Fintry Stewart's	P.	2	..	63	56	9	16	21	..	46	1	..	..	205	71	30	..	40	..	65	..	..	..	60 14 0
	GARGUNNOCK.			116																					
3149	Gargunnock	P.	2	..	167	86	11	27	35	..	73	2	..	..	240	84	43	..	..	..	106	7	..	..	80 9 9
	GRANGEMOUTH § 67.			3691																					
2995	Bothkennar	P.	9	..	405	319	58	102	138	..	298	6	1	3	790	539	180	..	..	..	49	20	..	3	333 1 2
3550	Dundas	P.	9	..	905	861	217	403	158	..	778	12	..	10	1565	713	406	..	..	..	445	1	..	..	845 10 0
5866	Grange	P.	9	..	905	861	217	403	158	..	778	12	..	10	1565	713	406	..	..	..	445	1	..	..	845 10 0
5866	Grange	P.	6	..	648	458	..	..	400	..	400	9	..	2	1411	614	246	61	..	..	481	9	..	..	479 11 8
H.G.	Grange, H.G.	H.G.	6	..	296	69	..	..	..	58	58	3	..	..	531	173	31	7	..	..	50	..	271	..	187 13 9
6464	* Grangemouth Infant	P.	9	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
3338	Polmont	P.	9	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
3592	Polmont, Redding Village	P.	9	..	273	216	26	67	97	..	190	4	1	5	572	296	103	..	..	..	172	..	..	..	217 6 11
1394	Polmont, Shieldhill	P.	9	..	212	251	61	93	67	2	223	2	..	1	635	410	156	..	..	..	69	..	..	..	246 1 3
6451	† Redding	P.	9	..	300	296	70	90	98	2	260	5	..	4	657	390	146	..	..	..	97	24	..	..	287 0 0
3585	Wallacestone	P.	9	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..
592	Zetland	P.	9	..	395	428	109	142	125	..	376	4	1	2	866	652	249	..	..	..	..	..	..	..	..
6409	Sacred Heart	P.	9	..	371	318	77	121	88	..	286	5	..	5	711	300	168	..	..	..	243	1	..	..	401 3 9
		R.C.	9	..	102	91	18	31	28	..	77	1	1	..	205	82	40	10	..	72	..	6	..	..	322 11 1
																									82 15 6

	KILLEARN.				136																						
167	Killearn		P.	2	..	210	107	10	24	53	5	92	2	1	..	401	131	59	53	..	..	166	..	12	..	110	4	9
	KILSYTH Town) § 67.				1739																						
168	Academy		P.	11	..	1666	1521	305	460	515	42	1322	23	1	8	3064	1472	784	..	..	..	113	174	129	392	1534	11	8
3735	Kilsyth		R.C.	11	..	349	310	77	86	98	..	261	3	2	..	580	299	183	47	2	20	..	17	..	..	271	17	
	KILSYTH (Landward).				560																						
6259	Banknock		P.	2	..	200	152	35	57	41	..	138	2	2	1	420	60	46	..	..	..	313	..	..	..	143	19	3
4522	Banton		P.	2	..	183	156	27	56	58	..	141	2	2	..	365	155	83	..	..	..	126	..	..	1	153	7	6
470	Chapel Green		P.	2	..	196	170	35	55	57	..	147	2	2	1	344	167	95	..	..	..	83	..	..	..	160	16	3
	KIPPEN				288																						
1097	Arnprior		P.	1	..	100	59	13	20	19	1	53	1	1	..	166	50	31	..	..	..	85	..	..	..	56	19	0
4486	*Bucklyvie*		P.	1	..	120	110	16	34	39	2	91	2	..	..	254	95	54	..	..	..	105	..	..	..	102	5	3
3234	Kippen		P.	1	..	191	149	18	46	67	6	137	2	1	..	341	159	81	..	..	..	96	..	..	4	161	14	5
	LARBERT § 67.				2489																						
6339	Carron		P.	12	..	720	627	122	189	208	15	534	9	1	3	1416	615	347	..	..	..	169	1	..	284	619	6	11
2688	*Carronshore*		P.	12	..	575	481	114	181	131	16	442	9	1	..	1240	470	249	..	..	..	300	..	..	220	510	18	3
4524	Larbert, Central		P.	12	..	1148	994	231	298	329	36	894	12	1	7	2276	1063	545	..	..	..	155	8	33	473	1044	14	5
3256	Larbert, Village		P.	12	..	642	669	114	219	233	28	594	10	4	3	1577	676	364	..	..	..	210	2	16	309	707	2	5
	LOGIE				700																						
2999	Bridge of Allan		P	3	..	550	320	60	88	117	9	274	4	2	2	883	305	161	37	..	..	308	3	69	..	316	5	9
3619	Causewayhead		P.	3	..	120	99	20	31	30	..	81	2	..	..	289	89	50	12	..	..	132	..	..	5	86	19	0
	MUIRAVONSIDE § 67.				1280																						
2708	Blackbraes		P.	1	..	366	364	49	145	122	2	318	4	2	1	692	355	202	..	..	..	133	..	..	3	356	18	0
851	Drumbowie		P.	1	..	541	388	73	121	137	..	331	5	3	1	864	423	219	..	..	..	216	..	..	6	371	13	3
1130	Maddiston, Infant		P.	1	..	112	118	44	50	4	..	98	1	..	..	190	106	75	..	..	..	9	..	..	..	75	17	6
542	Muiravonside		P.	1	..	235	193	25	48	87	..	160	2	2	2	493	183	94	..	..	..	213	..	..	3	185	14	7
	ST. NINIAN'S.				1698																						
2424	Bannockburn		P.	1	..	667	509	113	156	179	..	448	9	..	4	1078	482	278	..	..	10	277	23	8	..	494	11	3
3931	Cambusbarron		P.	1	..	251	248	45	77	95	10	227	4	1	1	558	241	132	..	..	..	183	..	1	1	270	14	9
5877	Cowie		P.	1	..	230	264	60	81	91	..	232	3	2	1	511	231	137	..	..	..	135	..	7	..	255	3	0

* New School—Grant to run from 1st March, 1904.

† New School—Grant to run as from 1st May, 1903.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars. Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10. (Senior Division).	Above 10. (Supplementary Courses or Higher Grade Schools).	Actual Average Attendance of Scholars. Total.	Number of Teachers. Certificated.	Assistant Teachers (Art. 70).	Pupil Teachers.	Expenditure on Maintenance of School. £	Income of School derived from: Annual Grant, 1902-1903. £	Grant in Relief of Fees. £	Aid Grant to Voluntary Schools and General Aid Grant. £	Endowment. £	Voluntary Contributions. £	Rates. £	School Fees and Books sold to children. £	Grants from Local Authorities for Secondary and Technical Education. £	Other Sources. £	Annual Grant paid at end of School Year 1903-1904. £ s. d.
	STIRLING—*contd.*																								
	ST. NINIAN'S—*contd.*																								
3114	East Plean	P.	1	.	350	250	32	80	89	..	201	4	..	..	449	198	119	..	..	..	131	..	..	1	220 9 9
338	Fallin	P.	1	..	60	23	5	5	7	..	17	1	..	..	135	33	8	..	..	..	92	..	1	..	33 3 9
3328	Milton	P.	1	..	150	109	24	32	39	..	95	2	..	1	279	99	54	..	..	..	124	..	1	..	104 16 3
684	Muirland	P.	2	..	40	18	2	4	9	..	15	1	..	..	112	28	6	2	..	..	76	..	..	..	31 15 9
64	West Plean	P.	1	..	100	54	12	15	17	..	44	1	1	..	146	45	26	..	..	..	75	..	..	..	47 2 3
6122	Bannockburn, St. Mary's	R.C.	9	..	143	138	28	47	43	..	118	1	1	1	220	87	53	13	..	60	..	8	..	..	129 5 9
4116	Sauchie, Female	..	2	..	71	35	7	8	13	..	28	1	..	..	118	47	16	5	..	50	..	..	..	..	45 6 9
	SLAMANNAN § 67.			1283																					
1653	*Avonbridge*	P.	5	..	205	199	36	61	72	..	169	2	2	..	449	187	103	24	..	..	134	..	..	1	183 9 6
1438	Limerigg	P.	5	..	332	248	49	97	69	..	215	3	2	..	600	263	145	33	..	..	154	2	..	4	235 6 3
2696	Rosemount	P.	5	..	146	143	31	42	56	..	129	2	..	2	329	150	81	19	..	..	80	..	..	..	142 1 0
4284	Slamannan	P.	5	..	613	472	88	147	150	18	403	4	4	2	931	452	252	58	..	..	217	1	..	1	464 7 0
2041	Barnsmuir	R.C.	5	..	132	66	10	20	20	..	50	1	..	..	142	78	43	21	..	..	..	..	..	..	44 1 0
	STIRLING (Burgh).			3520																					
804	Abbey	P	4	..	60	52	16	17	14	..	47	1	1	..	153	55	31	7	..	..	60	..	..	..	49 6 0
3879	Allan's	P	4	..	876	799	129	237	299	61	726	13	1	7	1841	904	431	99	32	..	361	12	..	1	957 5 2
386	Craig's	P.	5	..	701	679	121	210	208	56	595	12	1	3	1540	755	364	83	..	..	339	..	..	..	768 14 8
665	¶High	P.	5	..	244	225	31	97	66	..	194	4	..	3	699	218	113	26	..	..	58	283	..	..	227 3 5
3313	St. Ninian's	P.	4	..	360	361	67	117	134	..	318	7	1	..	947	374	196	45	..	..	333	..	..	..	358 3 7
277	Territorial	P.	5	..	768	612	135	194	166	27	522	10	2	3	1460	624	326	75	..	..	433	3	..	..	619 0 8
3364	Episcopal	E.	2	..	422	296	73	87	98	..	258	3	3	1	524	281	183	37	26	38	..	16	..	..	278 2 0
2687	St. Mary's	R.C.	11	..	396	394	91	112	123	..	326	6	1	..	678	347	198	48	3	68	..	14	..	..	346 13 3
	STRATHBLANE.			149																					
3372	Strathblane	P.	1	..	243	118	15	34	52	..	101	3	..	..	469	105	60	..	..	..	300	2	..	2	111 16 0
	TOTAL			29505	28897	28334	5529	8995	9583	654	24761	427	94	148	66352	28360	14823	2170	104	785	15988	1732	763	1899	28461 8 11

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List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5-14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1903-1904.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10 (Senior Division).	Above 10 (Supplementary Courses or Higher Grade Schools).	Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902-1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
															£	£	£	£	£	£	£	£	£	£	£ s. d.
	SUTHERLAND—*contd.*																								
	FARR.			432																					
2762	Armadale	P.	3	..	54	22	5	4	7	..	16	p.	..	..	96	29	8	2	..	..	57	..	..	..	32 13 1
1113	Dalhalvaig	P.	3	..	60	42	2	16	16	2	36	2	..	..	201	63	25	56	..	..	57	..	..	..	65 1 0
817	Farr	P.	3	..	108	93	12	29	28	9	78	2	..	1	503	140	67	15	..	..	231	..	..	..	157 16 0
1743	Kirtomy	P.	3	..	62	36	7	10	15	..	32	1	..	..	118	..	19	4	..	..	95	..	..	..	56 5 3
2801	Melvich	P.	3	..	149	106	24	39	28	4	95	2	..	..	237	101	55	13	..	..	68	..	..	..	124 19 6
2570	Strathy	P.	3	..	90	71	6	25	26	2	59	2	..	..	182	83	34	58	25	..	..	..	..	..	89 11 0
	GOLSPIE § 67.			310																					
3178	Golspie	P.	6	..	429	261	28	78	80	22	208	5	1	1	915	368	131	..	60	..	267	..	90	..	541 7 11½
3178 H.G.	*Golspie H.G.	H.G. P.	6																						
	KILDONAN.			336																					
3095	Helmsdale	P.	6	..	374	261	37	67	86	23	213	5	1	1	750	337	131	..	..	..	201	..	80	..	541 11 8½
3095 H.G.	*Helmsdale, H.G.	H.G. P.	6																						
4563	Kildonan	P.	5	..	29	17	1	5	6	2	14	1	..	..	72 82	34 50	9 14	2 3	.. ..	.. ..	27 15	.. ..	.. ..	.. ..	32 10 0
1987	Kinbrace	P.	5	..	34	31	4	8	12	2	26	1	..	..											49 0 6
	LAIRG.			180																					
4029	Lairg	P.	6	..	204	141	6	35	59	12	122	3	..	..	478	207	74	17	..	..	97	..	80	2	210 12 6
4029 H.G.	*Lairg, H.G.	H.G. P.	6																						
1876	Shinness	P.	6	..	78	20	2	6	10	..	18	1	..	..	90	47	14	4	..	..	34	..	..	..	38 14 6

	LOTH				87																						
3707	Loth	P.	6	..	60	21	2	6	11	..	19	1	..	..	83	45	14	3	..	..	20	..	..	..	40	2	3
4562	Portgower	P.	6	..	51	37	4	12	17	..	33	1	..	..	84	59	23	5	..	..	..	..	..	..	53	5	9
	ROGART.				169																						
3896	Blarich	P.	6	..	81	43	3	12	18	4	37	1	1	..	180	69	25	46	..	..	41	..	..	..	63	11	6
2285	Rhilochan	P.	6	..	43	30	6	3	15	..	24	1	..	..	115	30	11	3	..	..	71	..	..	..	39	13	3
3795	Rogart	P.	6	..	109	61	7	18	19	7	51	2	..	..	247	85	29	57	..	..	76	..	..	1	95	6	6
	TONGUE § 67.				365																						
3381	Melness	P.	7	..	205	101	12	23	44	..	79	2	..	2	299	85	47	11	..	..	121	..	..	35	105	10	6
2170	Skerray	P.	7	..	110	107	9	30	42	7	88	1	1	1	247	124	55	13	..	..	14	..	..	41	124	18	0
199	Tongue	P.	7	..	109	76	8	22	26	5	61	1	1	1	316	133	50	11	..	..	83	..	..	38	128	8	0
	TOTAL				3809	4905	3271	424	898	1218	190	2730	72	10	22	11071	4455	1790	641	179	..	3345	3	470	217	5019	9	0
	WIGTOWN.																										
	GLASSERTON.				188																						
3168	Glasserton	P.	2	..	94	64	12	17	25	..	54	1	..	..	217	71	33	..	..	..	113	..	..	..	74	19	0
148	Knock	P.	2	..	91	42	11	8	13	..	32	1	..	..	138	46	19	..	..	..	73	..	..	..	45	0	3
724	Ravenstone	P.	2	..	74	41	6	9	16	..	31	1	..	..	171	44	13	..	..	..	114	..	..	..	50	5	3
	INCH.				421																						
3005	Cairn Ryan	P.	4	..	81	44	10	12	14	..	36	1	..	..	135	60	25	6	..	..	44	..	..	..	51	8	0
3194	Castle Kennedy	P.	4	..	115	82	10	22	37	..	69	1	1	..	218	76	41	9	..	..	92	..	..	..	78	6	3
367	Inchparks	P.	4	..	141	112	10	34	42	..	86	1	2	..	246	97	53	42	..	..	53	..	..	..	98	17	6
2684	Lochans	P.	4	..	168	154	14	48	66	..	128	2	..	..	320	129	67	16	..	..	108	..	..	..	144	4	6
	KIRKCOLM.				261																						
3705	Douloch	P.	4	..	105	72	12	18	29	..	59	2	..	..	212	84	41	9	..	..	78	..	..	..	74	11	9
3663	Kirkcolm	P.	4	..	168	107	8	29	46	..	83	2	1	..	308	108	52	52	..	..	81	..	15	..	94	3	9
934	Village	P	4	..	49	36	18	12	3	..	33	1	..	..	85	31	19	4	..	..	31	..	..	..	33	9	9
	KIRKCOWAN.				207																						
737	Darnow	P.	4	..	50	24	4	6	9	..	19	1	..	..	85	37	12	3	..	..	33	..	..	..	36	18	6
10	Kirkcowan	P.	4	..	239	196	27	61	83	..	171	2	..	2	376	170	91	21	..	..	95	..	..	..	194	12	6
	KIRKINNER.				268																						
3875	Kirkinner	P.	3	..	178	137	25	36	45	1	107	2	..	..	426	115	64	15	..	..	232	..	..	1	117	0	3
4433	Longcastle	P.	3	..	109	88	14	23	29	..	66	1	1	..	227	84	46	11	..	..	85	..	..	..	71	15	3
2474	Malzie	P.	3	..	57	32	1	10	13	..	24	1	..	..	125	54	22	5	..	..	44	..	..	..	43	5	6

* New School—Grant to run as from 1st August, 1904.

† Grant for 19 months.

List of Schools aided from Parliamentary Grant—*Continued.*

Official Number.	Name of School Board and School.	Denomination.	Last Month of School Year.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number of Teachers.			Expenditure on Maintenance of School.	Income of School derived from									Annual Grant paid at end of School Year 1903–1904.
							Under 7 (Infants).	Above 7 and under 10 (Junior Division).	Above 10.		Total.	Certificated.	Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902–1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to children.	Grants from Local Authorities for Secondary and Technical Education.	Other Sources.	
									(Senior Division).	(Supplementary Courses or Higher Grade Schools).															
															£	£	£	£	£	£	£	£	£	£	£ s. d.
	WIGTOWN—*contd.*																								
	KIRKMAIDEN.			412																					
3606	Central	P.	4	..	230	159	23	39	56	10	128	3	..	1	421	167	83	19	..	..	100	..	51	..	155 13 6
2492	Northern	P.	4	..	190	118	14	43	39	..	96	2	1	..	306	106	58	53	..	..	88	..	..	..	105 9 9
3242	Southern	P.	4	..	85	57	6	16	24	..	46	1	1	..	151	56	25	46	..	..	24	..	..	..	57 16 0
	LESWALT			197																					
3559	Larbrax	P.	4	..	55	52	8	14	18	..	40	1	..	..	143	51	20	5	..	..	68	..	..	..	Withheld
173	Leswalt	P.	4	..	200	119	12	40	38	..	90	2	..	2	262	113	61	14	..	..	74	..	..	..	108 11 3
	MOCHRUM.			420																					
1276	Culshabbin	P.	2	..	60	41	3	13	18	..	34	1	..	..	122	47	17	..	..	..	58	..	..	..	51 12 0
2912	Elrig	P.	2	..	80	36	9	10	9	..	28	1	..	..	145	29	16	..	..	..	99	..	..	1	29 10 9
544	Mochrum	P.	2	..	132	116	18	30	47	..	95	2	..	..	204	102	58	..	..	..	43	..	..	3	104 5 3
3700	Port William	P.	2	..	240	172	29	47	60	..	136	3	..	..	430	150	87	..	..	..	161	..	30	1	149 16 6
	NEW LUCE.			122																					
673	Glenwhilly	P.	3	..	31	24	3	8	9	..	20	1	..	..	60	39	13	3	..	..	5	..	..	..	36 19 9
2806	New Luce	P.	3	..	154	114	25	25	41	..	91	2	1	..	327	108	59	57	1	..	92	..	..	10	98 1 3
	OLD LUCE or GLENLUCE.			413																					
3092	Drochduil	P.	3	..	120	101	1	30	38	..	81	1	1	..	239	78	45	10	..	..	103	..	..	3	89 1 6
3519	Glenluce Academy	P.	3	..	313	252	39	70	73	21	203	2	2	2	576	250	119	27	..	..	146	..	34	..	265 19 11
2100	Glen of Luce	P.	3	..	132	79	15	24	24	..	63	1	..	1	192	85	38	9	..	..	59	..	..	..	83 19 9

	PENNINGHAME.				623																								
3021	Challoch	P	2	..		49	41	10	12	11	..	33	1	..	..	68	29	18	..	..	..	21	..	..	..	34	19	3
2355	Corsbie Infants	P.	11	..		121	99	30	..	..	..	80	1	..	2	175	86	56	..	..	..	33	..	..	..	78	0	0
2629	Grange	P.	2	..		100	66	9	22	20	..	51	1	..	..	160	77	37	..	..	..	46	..	..	..	71	11	6
444	Loudon	P.	2	..		54	33	7	8	14	..	29	1	..	..	92	36	15	..	..	..	42	..	..	..	39	14	0
3321	Penninghame	P.	11	..		292	277	..	107	138	..	245	5	1	1	685	273	137	..	7	..	255	..	14	..	292	7	6
3969	Newton Stewart St. Ninian's	R.C.	11	..		145	51	16	15	13	..	44	1	..	..	112	49	30	7	..	25	..	..	..	..	45	19	3
	PORTPATRICK.				209																								
2781	Portpatrick	P.	5	..		277	171	32	51	57	..	140	2	1	..	439	141	77	18	..	..	138	..	..	15	153	7	9
	SORBIE.				288																								
3151	Garlieston	P.	2	..		225	151	30	37	57	..	124	2	1	..	368	148	78	..	..	..	138	..	9	..	135	17	9
2679	Sorbie	P.	2	..		160	145	19	41	29	26	115	2	..	1	266	133	71	..	..	..	56	..	..	..	130	7	0
	STONEYKIRK.				525																								
2139	Ardwell	P.	5	..		160	123	17	48	41	..	106	2	1	..	305	109	60	54	..	..	82	..	..	..	115	11	9
2496	Meoul	P.	5	..		102	98	16	29	37	..	82	2	..	..	232	81	41	9	..	..	100	..	..	..	84	2	0
2623	Sandhead	P.	5	..		117	83	13	31	30	..	74	2	..	..	227	79	47	11	..	..	89	..	..	..	76	16	0
3994	Stoneykirk, No. 2	P.	5	..		193	121	15	37	46	..	98	2	1	..	292	111	65	15	..	..	102	..	..	..	101	2	0
	TRANRAER (Burgh) § 67.				1237																								
102	Academy	P.	5	..		345	354	55	103	137	31	326	6	2	3	957	377	197	45	..	..	258	..	..	80	420	0	9
2464	Lewis Street Elementary	P.	12	..		459	397	65	120	152	..	337	6	..	3	714	355	187	..	..	..	172	..	..	..	377	2	6
2098	*Sheuchan*	P.	12	..		302	279	64	82	95	..	241	4	..	3	554	269	146	..	..	..	140	..	..	..	263	11	3
1237	St. Joseph's	R.C.	12	..		110	101	18	29	47	..	94	2	1	..	205	90	52	13	..	51	..	..	..	..	103	3	9
	WHITHORN.				436																								
4087	Isle of Whithorn	P.	2	..		131	94	16	27	29	..	72	2	..	..	249	82	45	..	..	..	121	..	..	..	80	19	3
188	Whithorn	P.	2	..		313	348	60	99	100	24	283	3	2	1	710	311	140	..	..	..	194	..	65	..	311	8	9
	WIGTOWN.				350																								
26	Burgh and Parish	P.	9	..		356	266	32	76	84	24	216	5	..	..	647	262	126	..	..	..	185	9	65	..	270	5	0
1833	All Souls	R.C.	9	..		105	56	4	13	26	..	43	1	..	..	101	52	30	7	..	11	..	..	..	..	48	9	0
	TOTAL				6577	7857	6095	977	1741	2127	127	4983	96	22	22	14421	5784	2952	614	8	87	4620	9	283	113	5780	11	2

TABLE No. 4.
SUMMARY OF PRECEDING TABLE UNDER COUNTIES.

COUNTY.	Number of Schools.	Population of School Age (5–14) in each School Board District, 1901.	Recognised Accommodation.	Average Number of Scholars on Register during year.	Actual Average Attendance of Scholars.					Number Certificated (including Prov. Cert. Teachers).
					Under 7. (Infants).	Above 7 and under 10. (Junior Division).	Above 10. (Senior Division).	Above 10. (Supplementary Courses or Higher Grade Schools).	Total.	
Aberdeen	292	63,997	74,603	60,443	10,626	19,156	20,975	2,840	53,597	1085
Argyll	167	13,708	19,839	11,968	1,666	3,487	4,418	860	10,431	283
Ayr	171	52,730	56,055	47,826	7,762	15,256	16,228	1,442	40,688	690
Banff	83	13,630	18,683	13,412	2,534	3,917	4,307	985	11,743	211
Berwick	51	5,608	8,088	5,113	958	1,516	1,794	128	4,396	90
Bute	23	3,234	4,483	2,779	387	843	1,068	128	2,426	58
Caithness	63	6,567	9,853	6,425	1,062	1,801	2,260	382	5,505	120
Clackmannan	19	6,419	7,969	6,137	1,231	1,885	2,067	331	5,514	95
Dumbarton	63	22,701	25,848	22,152	4,066	6,693	8,013	547	19,324	341
Dumfries	105	13,726	19,328	13,062	2,449	3,915	4,713	369	11,446	216
Edinburgh	168	86,743	91,548	75,950	13,200	23,417	25,790	3,282	65,689	1,290
Elgin	54	8,894	12,386	8,666	1,614	2,440	2,971	384	7,409	150
Fife	146	43,498	51,496	41,679	8,316	13,090	13,772	1,523	36,701	644
Forfar	159	53,495	57,330	48,556	9,251	14,795	15,761	1,814	41,621	828
Haddington	40	7,514	8,579	6,873	1,271	2,042	2,316	140	5,769	106
Inverness	185	16,905	21,938	14,991	2,054	4,282	5,715	698	12,749	276
Kincardine	52	6,481	8,463	5,975	1,110	1,782	2,013	251	5,156	103
Kinross	7	1,238	1,445	1,113	193	328	393	25	939	20
Kirkcudbright	70	7,749	10,772	7,262	1,300	2,130	2,678	233	6,341	130
Lanark	384	256,671	255,768	231,016	34,991	73,961	82,757	5,888	197,597	3,505
Linlithgow	47	14,705	16,554	14,604	2,846	4,436	4,750	334	12,366	202
Nairn	14	1,623	1,935	1,531	287	443	473	71	1,274	25
Orkney	61	4,884	6,568	4,173	508	1,210	1,490	281	3,489	88
Peebles	21	2,618	3,635	2,292	398	683	845	57	1,983	48
Perth	170	21,787	28,969	19,902	3,618	6,057	6,753	612	17,040	377
Renf	97	57,205	57,394	50,871	7,867	15,897	18,439	1,810	44,013	719
Ross	140	14,788	18,797	13,527	1,873	3,842	4,867	807	11,389	208
Roxburgh	67	8,758	11,754	7,629	1,339	2,270	2,790	211	6,610	146
Selkirk	24	4,271	5,665	3,850	636	1,120	1,423	131	3,310	77
Shetland	62	4,861	5,158	3,923	347	1,200	1,591	143	3,281	75
Stirling	89	29,505	33,897	28,334	5,529	8,995	9,583	654	24,761	427
Sutherland	45	3,809	4,905	3,271	424	898	1,218	190	2,730	72
Wigtown	50	6,577	7,857	6,025	977	1,741	2,127	137	4,982	96
TOTAL	3,189	866,908	967,622	791,330	132,699	245,528	276,363	27,688	682,269	12,801

SUMMARY—*continued.*

of Teachers.		Expenditure on Maintenance of School.	Income of School Derived from									Annual Grant paid at end of School Year, 1903-1904.
Assistant Teachers (Art. 79).	Pupil Teachers.		Annual Grant, 1902-1903.	Grant in Relief of Fees.	Aid Grant to Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	Rates.	School Fees and Books sold to Children.	Grants from Local Authorities for Secondary and Technical Educatn.	Other Sources.	
		£	£	£	£	£	£	£	£	£	£	£ s. d.
178	336	153,906	61,939	30,996	5,702	2,730	1,489	43,713	3,967	1,750	1,764	65,166 2 9
41	70	39,944	18,325	6,444	2,249	582	270	10,574	515	929	207	18,278 8 2
203	227	112,292	46,992	24,065	3,472	675	1,402	29,835	3,510	2,097	768	43,695 11 0
69	87	32,213	13,398	6,680	1,418	1,170	529	7,726	196	849	689	15,692 3 1
28	23	14,255	5,089	2,686	975	1	90	5,142	99	136	37	5,188 11 5
4	11	8,344	3,040	1,375	357	113	160	2,667	321	290	21	3,099 12 6
19	58	16,611	8,160	3,360	368	229	46	3,465	—	410	967	9,249 15 11
22	45	15,662	6,674	3,281	557	1	341	3,232	630	425	532	6,713 7 9
93	99	55,669	22,208	11,282	2,883	109	1,953	14,937	1,204	1,322	156	22,891 3 11
58	71	36,143	13,919	6,794	1,251	997	617	11,009	373	820	334	13,930 16 0
216	449	224,889	78,116	39,340	5,822	471	3,118	89,682	5,338	2,051	1,963	83,102 14 6
30	59	21,670	8,288	4,287	501	1,427	169	5,872	21	415	604	9,443 15 8
170	186	97,557	40,470	21,853	2,874	363	301	29,348	967	1,108	483	43,743 0 11
143	174	123,872	45,254	24,878	3,687	243	2,696	41,300	4,584	1,363	252	50,237 17 9
29	36	16,385	6,231	3,532	857	463	25	4,858	82	180	155	6,767 15 7
63	71	39,356	18,114	7,599	1,545	415	392	9,972	138	1,146	41	19,463 13 8
32	19	14,951	5,975	3,122	632	65	290	4,616	71	129	44	6,221 2 7
3	4	2,636	1,037	565	103	—	76	854	—	—	2	1,097 9 9
24	44	19,657	8,006	3,886	979	267	271	5,681	40	320	206	7,789 9 0
678	1,225	573,183	227,897	117,219	15,521	1,541	18,065	165,210	14,371	9,598	3,916	241,723 11 5
75	72	32,379	13,262	7,019	1,207	734	366	9,050	177	1,170	98	14,213 1 4
8	11	3,303	1,560	789	290	73	40	585	—	—	6	1,516 1 10
0	40	12,629	6,180	2,081	956	601	—	2,240	94	500	156	5,796 18 7
10	8	7,259	2,407	1,189	624	11	111	2,737	43	32	105	2,487 13 0
79	96	55,420	19,828	10,262	2,174	457	757	20,813	485	361	174	20,929 17 3
167	277	124,560	50,942	25,637	2,918	871	3,296	35,002	2,096	1,388	2,444	54,170 4 1
86	110	34,292	16,190	6,706	1,519	508	35	7,980	3	976	501	17,850 8 6
23	41	21,385	7,889	4,019	724	70	337	7,989	18	97	287	8,121 5 8
9	27	10,610	3,967	2,035	249	—	226	3,993	46	25	48	4,149 19 11
12	14	9,436	4,704	1,867	491	216	43	1,928	26	150	213	5,100 13 10
94	148	66,352	28,360	14,823	2,170	104	785	15,988	1,732	763	1,899	28,461 8 11
10	22	11,071	4,455	1,790	641	179	—	3,345	3	470	217	5,019 5 0
22	22	14,421	5,734	2,952	614	8	87	4,620	9	283	113	5,780 11 2
2,718	4,182	2,022,314	804,610	404,361	66,380	15,693	38,383	605,963	41,109	31,552	19,403	852,093 16 5

TABLE No. 5.

LIST OF FEE-PAYING SCHOOLS,

1903–1904.

(1) PUBLIC SCHOOLS SANCTIONED UNDER ARTICLE 134 OF THE CODE.

OFFICIAL NUMBER.	COUNTY.	NAME OF SCHOOL.	Amount of School Fees paid by Scholars. £	s.	d.	Number of Scholars Paying Fees.	Number of Free Scholars.	TOTAL.
4640	Aberdeen	Aberdeen, Ashley Road	1049	0	1	1102	26	1128
1260 H.G.	,,	Peterhead (B) Academy Higher Grade	91	2	6	54	120	174
2415	Argyll	Campbeltown (B) Grammar	302	3	5	337	242	579
2724	Ayr	Ardrossan Academy	261	11	6	242	3	245
2724 H.G.	,,	Ardrossan Academy, Higher Grade	154	14	6	60	61	121
603	,,	Ayr (B) Grammar	446	15	5	431	18	449
1352	,,	Kilmarnock (B) Academy	425	19	4	425	27	452
1352 H.G.	,,	Kilmarnock (B) Academy, Higher Grade	322	9	3	178	194	372
6447	,,	Monkton and Prestwick High	93	18	9	116	48	164
3208 H.G.	Banff	Keith, Higher Grade	61	3	5	35	101	136
3586	Bute	Rothesay (B) Academy and Thomson's Institute	216	16	0	237	5	242
3586 H.G.	,,	Rothesay (B) Academy and Thomson's Institute, Higher Grade	83	15	0	54	30	84
202	Clackmannan	Alloa (Town) Academy	174	6	3	265	72	337
202 H.G.	,,	Alloa (Town) Academy, Higher Grade	258	9	11	69	46	115
3813	Dumbarton	Dumbarton (B) Academy	232	16	2	221	42	263
3813 H.G.	,,	Dumbarton (B) Academy, Higher Grade	89	19	4	41	62	103
2073	,,	Kirkintilloch (Town), Lenzie Academy	250	8	0	217	..	217
4448	,,	Row, Helensburgh Hermitage	293	4	6	328	17	345
4448 H.G.	,,	Row, Helensburgh Hermitage, Higher Grade	62	16	0	33	27	60
112	Dumfries	Annan Academy	59	10	11	204	64	268
4685	Edinburgh	Leith (B) Academy	859	0	8	679	8	687
4918	,,	Leith (B) Trinity Academy	932	14	0	731	17	748
39	,,	Musselburgh (B) Grammar	146	8	0	175	30	205
39 H.G.	,,	Musselburgh (B) Grammar, Higher Grade	30	5	0	24	45	69
1631	Fife	Dunfermline (B) High (Primary)	200	5	9	188	1	189
5649	,,	Kirkcaldy (B) High (Elementary Department)	386	7	10	256	10	266
5652	Forfar	Arbroath (B) High (Elementary Department)	135	12	4	87	8	95
138	,,	Brechin (B) High (Lower Department)	63	12	9	56	..	56
4682	,,	Broughty Ferry (Town), Grove Academy	548	9	1	316	23	339
4682 H.G.	,,	Broughty Ferry (Town) Grove Academy, Higher Grade	161	3	4	81	84	165
629	,,	Dundee (B), Harris Academy	581	0	8	450	..	450
629 H.G.	,,	Dundee (B), Harris Academy, Higher Grade	640	14	11	306	149	455
4678	,,	Dundee (B), Morgan Academy	638	8	9	481	..	481
4678 H.G.	,,	Dundee (B), Morgan Academy. Higher Grade	268	14	1	120	91	211
4502	,,	Forfar (B) Academy	185	3	0	150	5	155
552	,,	Montrose (B) Academy	138	10	6	152	5	157
5222	Haddington	North Berwick High (Elementary Department)	71	17	6	69	2	71
385 H.G.	Lanark	Glasgow, John Street Bridgeton Higher Grade	77	7	6	67	174	241
705 H.G.	,,	Glasgow, Kent Road Higher Grade	64	2	6	54	128	182
6431 H.G.	,,	Glasgow, Provanside Higher Grade	46	4	10	32	79	111
4802 H.G.	,,	Glasgow, Whitehill Higher Grade	267	12	6	174	253	427
932 H.G.	,,	Glasgow, Woodside Higher Grade	125	14	6	87	147	234
1824	,,	Govan, Bellahouston Academy	717	17	0	679	..	679
1824 H.G.	,,	Govan, Bellahouston Academy Higher Grade	259	4	6	111	95	206
615	,,	Govan, Hillhead	1028	13	1	788	..	788
900	,,	Govan Partick, Hamilton Crescent	641	11	10	572	..	572
900 H.G.	,,	Govan Partick, Hamilton Crescent Higher Grade	159	18	4	49	149	198
1022	,,	Govan Pollokshields, Albert Road	635	17	1	596	..	596
1022 H.G.	,,	Govan Pollokshields, Albert Road Higher Grade	170	19	3	68	54	122
4738	,,	Hamilton (B) Academy (Elementary Department)	205	12	9	152	6	158
5659	Perth	Callander McLaren High (Elementary Department)	47	7	6	43	9	52
2376	Stirling	Falkirk (B) High	337	15	3	425	17	442
665	,,	Stirling (B) High	283	0	1	220	2	222

(2) VOLUNTARY SCHOOLS NOT CLAIMING GRANT IN RELIEF OF FEES.

			£	s.	d.			
3343	Banff	Fordyce, Portsoy Female Industrial	36	0	7	42	..	42
4528	Edinburgh	Edinburgh, St. James' Episcopal	180	9	0	158	26	184
4694	,,	Edinburgh, St. Mary's Cathedral, Albany St., R.C.	151	9	0	132	1	133
32	,,	Edinburgh, James Gillespie's	1699	14	8	1277	70	1347
32 H.G.	,,	Edinburgh, James Gillespie's Higher Grade	656	13	10	228	4	232
6622	Lanark	Glasgow, Our Lady and St. Francis', R.C.	166	14	6	251	..	251
449	,,	Glasgow, St. Mungo's Academy, R.C.	212	12	6	101	..	101
449 H.G.	,,	Glasgow, St. Mungo's Academy, R.C., Higher Grade	147	8	6	92	..	92
6113	,,	Govan, Dowanhill Practising, R.C.	76	6	3	88	21	109
6113 H.G.	,,	Govan, Dowanhill Practising R.C., Higher Grade	59	15	0	63	30	93
4736	Perth	Perth (B), Sharp's Institution (Lower Department)	315	6	4	268	15	283
3654	Renfrew	Paisley (B), Neilson Educational Institution	1108	17	6	648	191	839

TABLE No. 6.

LIST OF HIGHER GRADE SCHOOLS (OR DEPARTMENTS) ON THE ANNUAL GRANT LIST.

COUNTY.	NAME OF SCHOOL.	Denomination.	AVERAGE ATTENDANCE.															
			Science and Normal Courses.				Commercial Courses.				Special Courses.				TOTAL.			
			1st Year.	2nd Year.	Beyond 2nd Year.	Total.	1st Year.	2nd Year.	Beyond 2nd Year.	Total.	1st Year.	2nd Year.	Beyond 2nd Year.	Total.	1st Year.	2nd Year.	Beyond 2nd Year.	Total.
Aberdeen	Aberdeen, Central	P.	186	131	87	404	–	–	–	–	14	11	3	28	200	142	90	432
,,	,, Normal	F.C.	20	9	7	36	–	–	–	–	–	–	–	–	20	9	7	36
,,	,, Practising	C.S.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
,,	Ellon	P.	14	8	5	27	–	–	–	–	–	–	–	–	14	8	5	27
,,	Fraserburgh Academy	P.	58	23	17	98	–	–	–	–	–	–	–	–	58	23	17	98
,,	Peterhead (B) Academy	P.	82	49	33	164	–	–	–	–	–	–	–	–	82	49	33	164
,,	Turriff *	P.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Argyll	Campbelton (B) Grammar *	P.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
,,	Dunoon Grammar *	P.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
,,	Oban High	P.	7	2	2	11	26	19	5	50	13	3	7	28	46	29	14	89
Ayr	Ardrossan Academy	P.	22	10	9	41	36	16	12	64	–	1	1	2	58	27	22	107
,,	Dalry	P.	22	9	3	34	–	–	–	–	–	–	–	–	22	9	3	34
,,	Girvan Town	P.	–	–	–	–	14	10	7	31	19	8	7	34	33	18	14	65
,,	Kilmarnock (B) Academy	P.	103	36	33	172	103	34	42	179	–	–	–	–	206	70	75	351
,,	Largs *	P.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
,,	Maybole and Ladyland *	P.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
,,	Old Cumnock †	P.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Banff	Aberlour *	P.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
,,	Banff (B) Academy	P.	51	25	31	107	–	–	–	–	–	–	–	–	51	25	31	107
,,	Fordyce Academy *	P.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
,,	Keith	P.	69	33	18	120	–	–	–	–	–	–	–	–	69	33	18	120
,,	Mortlach *	P.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
,,	Rathven Buckie *	P.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Bute	Rothesay Academy and Thomson's Institute	P.	–	–	–	–	38	22	19	79	–	–	–	–	38	22	19	79
Caithness	Thurso Miller Institution *	P.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
,,	Wick (B) Pulteneytown Academy*	P.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Clackmannan	Alloa Academy	P.	134	–	–	134	–	–	–	–	–	–	–	–	134	–	–	134
,,	Alva Academy *	P.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Dumbarton	Bonhill, Vale of Leven Academy	P.	14	–	–	14	–	–	–	–	39	15	10	64	53	15	10	78
,,	Dumbarton (B) Academy	P.	–	–	–	–	81	11	7	49	36	19	8	63	67	30	15	112
,,	Kirkintilloch (Town) Lenzie Academy	P.	–	–	–	–	48	25	5	78	16	7	7	30	64	32	12	108
,,	New Kilpatrick *	P.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
,,	Row Helensburgh Hermitage	P.	–	–	–	–	34	10	10	54	11	6	4	21	45	16	14	75
Dumfries	Annan Academy †	P.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
,,	Dryfesdale Lockerbie Academy	P.	41	27	21	89	–	–	–	–	–	–	–	–	41	27	21	89
,,	Langholm Academy	P.	–	–	–	–	49	21	16	86	–	–	–	–	49	21	16	86
,,	Moffat Academy	P.	13	7	7	27	–	–	–	–	–	–	–	–	13	7	7	27
Edinburgh	Colinton Juniper Green Male *	P.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
,,	Dalkeith King's Park *	P.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
,,	Edinburgh Boroughmuir †	P.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
,,	,, Broughton	P.	34	10	2	46	128	28	4	160	5	15	10	30	167	53	16	236
,,	,, Bruntsfield (now closed)	P.	275	102	37	414	–	–	–	–	–	–	–	–	275	102	37	414
,,	,, James Gillespie's	–	–	–	–	–	–	–	–	–	235	–	–	235	235	–	–	235
,,	,, Normal and Model	F.C.	44	13	14	71	–	–	–	–	–	–	–	–	44	13	14	71
,,	,, ,, Practising	C.S.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
,,	Lasswade *	P.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
,,	Leith (B) Academy	P.	248	18	8	274	–	51	13	64	–	–	–	–	248	69	21	338
,,	,, ,, Trinity Academy	P.	25	9	5	39	106	13	11	130	–	–	–	–	131	22	16	169
,,	Musselburgh (B) Grammar	P.	39	10	7	56	–	–	–	–	–	–	–	–	39	10	7	56
,,	West Calder *	P.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Elgin	Bellie Fochabers Milne's Institution	–	35	7	9	51	–	–	–	–	–	–	–	–	35	7	9	51
,,	Cromdale Grantown	P.	19	18	9	46	–	–	–	–	–	–	–	–	19	18	9	46
,,	Forres (B) Public *	P.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Fife	Burntisland (B)	P.	39	8	7	54	–	–	–	–	–	–	–	–	39	8	7	54
,,	Ferryport-on-Craig	P.	66	9	8	83	–	–	–	–	–	–	–	–	66	9	8	83

* New Schools—Grant to run as from 1st August, 1904. † New School—Grant to run as from 1st July, 1904

List of Higher Grade Schools—*continued.*

County.	Name of School	Denomination.	Average Attendance.															
			Science and Normal Courses.				Commercial Courses.				Special Course.				Total.			
			1st Year.	2nd Year.	Beyond 2nd Year.	Total.	1st Year.	2nd Year.	Beyond 2nd Year	Total.	1st Year.	2nd Year.	Beyond 2nd Year.	Total.	1st Year.	2nd Year.	Beyond 2nd Year.	Total.
Fife	Scoonie Leven *	P.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
,,	Wemyss Buckhaven *	P.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Forfar	Broughty Ferry, Grove, Academy	P.	114	33	21	168	–	–	–	–	–	–	–	–	114	33	21	168
,,	Dundee (B) Harris Academy	P.	473	–	–	473	–	–	–	–	–	–	–	–	473	–	–	473
,,	,, ,, Morgan ,,	P.	71	136	76	283	–	–	–	–	–	–	–	–	71	136	76	283
Haddington	Dunbar (B	P.	23	13	4	40	–	–	–	–	–	–	–	–	23	13	4	40
Inverness	Kilmallie, Fort William	P.	56	–	–	56	–	–	–	–	–	–	–	–	56	–	–	56
,,	Kingussie††	P.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
,,	Portree *	P.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
,,	Urquhart, etc., Glen Urquhart*	P.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Kirkcudbright	Kelton, Castle Douglas	P.	31	17	8	56	–	–	–	–	–	–	–	–	31	17	8	56
,,	Urr, Dalbeattie	P	39	8	8	55	–	–	–	–	–	–	–	–	39	8	8	55
Lanark.	Airdrie Academy	P.	18	5	1	24	34	–	–	34	52	32	27	111	104	37	28	169
,,	Avondale Strathaven Academy ‡	P.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
,,	Biggar High	P.	32	10	16	58	–	–	–	–	–	–	–	–	32	10	16	58
,,	Bothwell, Bellshill, Academy	P.	95	–	–	95	–	–	–	–	–	–	–	–	95	–	–	95
,,	,, Uddingston Grammar	P.	–	–	–	–	54	33	20	107	–	–	–	–	54	33	20	107
,,	Cambuslang West Coats *	P.	14	10	5	29	–	–	–	–	–	–	–	–	14	10	5	29
,,	Carluke Market Place	P.	–	–	–	–	92	17	15	124	–	–	–	–	92	17	15	124
,,	Dalziel High	P.	151	45	31	227	–	–	–	–	–	–	–	–	151	45	31	227
,,	Glasgow, John St., Bridgeton	P.	63	19	7	89	121	35	14	170	–	–	–	–	184	54	21	259
,,	,, Kent Road	P.	63	13	10	86	63	26	9	98	–	–	–	–	126	39	19	184
,,	,, Our Lady and St. Frances*	R.C.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
,,	,, Provanside	P.	–	–	–	–	78	20	7	105	–	–	–	–	78	20	7	105
,,	,, St. Mungo's Academy	R.C.	47	22	25	94	–	–	–	–	–	–	–	–	47	22	25	94
,,	,, Whitehill	P.	–	–	–	–	184	44	36	264	65	47	49	161	249	91	85	425
,,	,, Woodside	P.	–	–	–	–	104	29	21	154	50	29	6	85	154	58	27	239
,,	Govan, Bellahouston Academy	P.	16	8	1	25	112	29	15	156	16	7	8	31	144	44	24	212
,,	,, Dowanhill Practising	R.C	32	22	5	59	–	–	–	–	–	–	–	–	32	22	5	59
,,	,, Fairfield *	P.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
,,	,, Partick Hamilton Crescent	P.	–	–	–	–	79	27	6	112	55	26	8	89	134	53	14	201
,,	,, Pollokshields Albert Road	P.	48	11	5	64	26	21	9	56	–	–	–	–	74	32	14	120
,,	,, Strathbungo	P.	37	14	5	56	32	10	8	50	–	–	–	–	69	24	13	106
,,	Hamilton (Ld.) Low Waters	P.	–	–	–	–	36	25	6	67	–	–	–	–	36	25	6	67
,,	Lanark (B) Grammar	P.	–	–	–	–	46	19	12	77	8	8	9	25	54	27	21	102
,,	Larkhall Academy *	P.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
,,	Lesmahagow Senior	P.	–	–	–	–	–	–	–	–	36	8	9	53	36	8	9	53
,,	Maryhill North Kelvinside	P.	–	–	–	–	103	25	16	144	–	–	–	–	103	25	16	144
,,	Old Monkland Coatbridge	P.	74	19	17	110	–	–	–	–	–	–	–	–	74	19	17	110
,,	Shettleston Eastbank *	P.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
,,	Springburn*	P.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Linlithgow	Bathgate (Town) Academy	..	20	6	–	26	39	12	6	57	–	–	–	–	59	18	6	83
,,	Bo'ness Anderson Academy	P.	93	16	15	124	–	–	–	–	–	–	–	–	93	16	15	124
Orkney	Kirkwall (Burgh)	P.	40	23	18	81	–	–	–	–	–	–	–	–	40	23	18	81
,,	Stromness	P.	17	9	2	28	–	–	–	–	6	4	–	15	23	13	7	43
Perth	Blairgowrie	P.	25	10	6	41	–	–	–	–	–	–	5	–	25	10	6	41
Renfrew	Cathcart Queen's Park	P.	217	56	32	305	–	–	–	–	–	–	–	–	217	56	32	305
,,	Eastwood Shawlands Academy	P.	55	9	1	65	–	–	–	–	52	18	6	76	107	27	7	141
,,	Greenock (B) Holmscroft	P.	173	45	43	261	–	–	–	–	61	13	2	76	235	58	45	338
,,	Paisley (B) Camphill *	P.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
,,	Port Glasgow, Jean Street*	P.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Ross	Dingwall Academy	P.	46	44	24	114	–	–	–	–	–	–	–	–	46	44	24	114
,,	Rosemarkie, Fortrose Academy *	P.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
,,	Rosskeen, Invergordon	P.	30	14	10	54	–	–	–	–	–	–	–	–	30	14	10	54
,,	Stornoway Nicolson Institute	P.	124	–	–	124	–	–	–	–	–	–	–	–	124	–	–	124
Roxburgh	Jedburgh (B) Grammar *	P.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Shetland	Lerwick Anderson Educl. Inst. *	P.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Stirling	Grangemouth Grange	P.	–	–	–	–	37	13	8	58	–	–	–	–	37	13	8	58
Sutherland	Clyne*	P.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
,,	Dornoch*	P.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
,,	Golspie*	P.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
,,	Kildonan Helmsdale *	P.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
	Lairg*	P.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–

* New School—Grant to run as from 1st August, 1904.
† New School—Grant to run as from 1st July, 1904.
†† New School—Grant to run as from 1st August, 1905.
‡ New School—Grant to run as from 1st January, 1905.

TABLE NO. 7.

List of Additional Grants paid to School Boards (under Section 67, Education (Scotland) Act, 1872, and Section 1, Education (Scotland) Act, 1897), during the year ended 31st August, 1904.

NAME OF BOARD.	COUNTY.	YEAR TO WHIT-SUNDAY.	AMOUNT. £	s.	d.
Aberdeen (Burgh)	Aberdeen	1903	3722	13	9
Aberdour	"	1904	70	10	11
Aberlour	Banff	1903	98	15	8
Abernethy and Kincardine	Inverness	"	9	12	3
Airdrie (Burgh)	Lanark	"	858	14	0
Alloa Town	Clackmannan	"	437	14	4
Alva	"	"	327	15	10
"	"	1904	289	9	4
Anstruther Easter	Fife	"	72	14	1
Applecross	Ross	1903	77	15	0
Arbroath (Burgh)	Forfar	"	606	3	7
Ardnamurchan	Argyll	"	29	9	6
Assynt	Sutherland	"	104	15	11
Auchindoir and Kearn	Aberdeen	"	27	0	0
Auchinleck	Ayr	"	194	0	5
Auchterderran	Fife	"	111	1	2
"	"	1904	286	6	0
Banff (Burgh)	Banff	1903	198	18	3
Barra	Inverness	"	196	6	5
"	"	1904	188	5	6
Barry	Forfar	1903	65	8	8
Barvas	Ross	"	459	18	4
Beath	Fife	"	1336	15	2
Beith	Ayr	"	186	17	7
Benholm	Kincardine	1904	34	7	6
Bervie	"	"	117	0	9
Biggar	Lanark	1903	38	7	4
Blantyre	"	"	297	10	9
"	"	1904	364	19	6
Boharm	Banff	1903	21	18	4
Bonhill	Dumbarton	"	303	10	
"	"	1904	324	1	7
Bo'ness, &c	Linlithgow	1903	662	0	9
Bothwell	Lanark	"	670	10	4
Bower	Caithness	"	82	14	0
Boyndie	Banff	"	111	11	11
Brechin (Burgh)	Forfar	1904	455	16	8
Broughty Ferry	"	"	269	8	8
Cadder	Lanark	1903	263	12	4
"	"	1904	273	18	3
Cairney	Aberdeen	1903	71	18	7
Calderhead	Lanark	"	186	10	3
Canisbay	Caithness	"	112	9	0
Carluke	Lanark	1904	179	13	5
Carnock	Fife	1903	36	6	7
Clackmannan	Clackmannan	"	42	8	3
Clyne	Sutherland	"	69	6	11
Craig	Forfar	"	118	15	10
Cranston	Edinburgh	"	35	8	10
Cromarty	Ross	1904	33	18	9
Cromdale	Elgin	1903	55	0	4
Cross and Burness	Orkney		9	9	6
Cruden	Aberdeen	"	73	0	1
Cullen	Banff	1904	183	3	7
Cumlodden	Argyll	1903	17	18	2
Dalgety	Fife	1904	61	13	4
Dalkeith (Landward)	Edinburgh	1903	17	13	3
Dalmellington	Ayr	1904	268	0	4
Dalziel	Lanark	1903	976	7	9
Delting	Shetland	"	92	12	4
Denny	Stirling	1904	175	10	0
Dingwall	Ross	1903	95	0	0
Dornoch	Sutherland	"	98	8	9
Douglas Water	Lanark	1904	105	9	10
Duffus	Elgin	1903	333	1	2
Duirinish	Inverness	"	204	18	2
"	"	1902	160	19	6
Dumbarton (Burgh)	Dumbarton	1903	648	15	3
Dumfries (Landward)	Dumfries	"	64	6	0
"	"	1904	61	4	8
Dundee (Burgh)	Forfar	1903	1542	12	2
Dunfermline (Burgh)	Fife	1904	1129	15	2
" (Landward)	"	"	339	0	8
Dunipace	Stirling	"	46	10	0
Dunnet	Caithness	"	71	6	4
Dunnichen	Forfar	"	37	8	10
Dunnottar	Kincardine	1903	103	7	0
Dunrossness	Shetland	"	163	0	10
Durness	Sutherland	"	83	7	5
Duthil and Rothiemurchus	Inverness	"	33	11	0
Dysart (Burgh)	Fife	"	498	1	2
Eastwood	Renfrew	"	647	18	0
Eday	Orkney	1904	29	10	8

Name of Board	County.	Year to Whit-Sunday.	Amount.		
			£	s.	d.
Elgin (Burgh)	Elgin	1903	341	5	9
" (Landward)	"	"	88	11	5
Enzie	Banff	1904	131	6	7
Evie and Rendall	Orkney	1903	19	4	7
Eyemouth	Berwick	"	172	14	11
Falkirk (Burgh)	Stirling	"	1775	19	1
" (Landward)	"	"	480	15	6
Fearn	Ross	"	60	14	5
Ferry-Port-on-Craig	Fife	"	146	17	8
Fetlar	Shetland	"	23	19	0
Firth and Stenness	Orkney	"	48	11	8
Fordyce	Banff	"	217	0	0
Forfar (Burgh)	Forfar	"	492	19	11
Forgue	Aberdeen	"	10	18	10
Forres (Burgh)	Elgin	"	104	1	1
Foveran	Aberdeen	"	34	9	4
Fraserburgh	"	1902	38	16	2
"	"	1903	35	9	9
Friockheim	Forfar	"	73	13	0
Gairloch	Ross	"	220	15	8
Galashiels (Burgh)	Selkirk	"	505	18	2
" "	"	1904	495	5	11
Galston	Ayr	1903	138	12	2
Gamrie	Banff	"	277	15	6
" "	"	1904	357	19	10
Gigha and Cara	Argyll	1903	11	10	9
Girvan Town	Ayr	1904	91	19	4
Glassary	Argyll	1903	38	19	10
Glenbucket	Aberdeen	"	16	16	1
Glenrinnes	Banff	1904	15	15	3
Golspie	Sutherland	1903	45	15	10
Grange	Banff	"	-	17	3
Grangemouth	Stirling	1904	1143	13	4
Hamilton (Burgh)	Lanark	1903	869	8	1
Harray and Birsay	Orkney	"	129	6	5
Harris	Inverness	"	454	1	3
Hawick (Burgh)	Roxburgh	1904	545	17	10
Holm	Orkney	1903	28	0	10
"	"	1904	29	12	11
Hoy and Graemsay	Orkney	"	27		4
Huntly	Aberdeen	1903	244	8	4
Insch	"	"	84	5	10
Irvine (Burgh)	Ayr	"	341	5	8
Jedburgh (Burgh)	Roxburgh	"	81	3	4
"	"	1904	100	12	9
Keig	Aberdeen	1903	9	17	10
Keiss	Caithness	"	73	0	5
Keith	Banff	"	346	15	8
Kelton	Kirkcudbright	"	82	2	10
Kemnay	Aberdeen	"	90	19	9
"	"	1904	98	9	9
Kennoway	Fife	"	47	13	4
Kilbirnie	Ayr	1903	233	12	11
Kilbrandon and Kilchattan	Argyll	"	85	10	4
Kilchoman	"	1904	12	2	8
Kilfinichen and Kilvickeon	"	1903	75	4	5
Kilmuir	Inverness	"	78	1	9
Kilmuir Easter	Ross	"	21	7	0
Kilrenny	Fife	"	183	13	9
Kilsyth (Burgh)	Stirling	"	455	15	4
Kininmonth	Aberdeen	1904	37	13	11
Kinloss	Elgin	1903	29	18	0
Kintore	Aberdeen	1904	88	18	2
Kirkcaldy (Burgh)	Fife	1903	700	10	7
Kirkintilloch Town	Dumbarton	1904	422	8	8
Kirriemuir	Forfar	1903	126	7	4
Knockbain	Ross	"	44	5	0
Lady	Orkney	"	28	4	7
Lanark (Burgh)	Lanark	1904	254	3	11
Langholm	Dumfries	"	115	10	4
Larbert	Stirling	1903	1286	7	0
Larkhall	Lanark	1904	773	10	6
Lasswade	Edinburgh	1903	79	7	8
Latheron	Caithness	"	213	0	2
Leadhills	Lanark	"	70	14	7
Leith (Burgh)	Edinburgh	"	752	9	7
Lerwick	Shetland	"	210	19	10
Leslie	Fife	"	164	18	3
Linlithgow	Linlithgow	1904	299	6	4
Lochalsh	Ross	1903	31	1	7
Lochbroom	"	"	74	8	7
Lochcarron	"	"	57	12	3
Lochgelly	Fife	"	576	14	6
Lochs	"	1904	635	8	5
Logie Easter	Ross	1903	375	15	8
Longside	"	"	24	10	4
Lonmay	Aberdeen	1904	41	13	6
Loudoun	"	1903	124	10	10
Lyne and Megget	Ayr	"	296	8	1
Markinch	Peebles	"	9	17	2
	Fife	1904	210	11	7

Name of Board.	County.	Year to Whit-Sunday.	Amount.		
			£	s.	d.
Marnoch	Banff	1903	130	3	4
Maryhill	Lanark	"	491	3	8
Maybole	Ayr	"	230	5	3
Meldrum	Aberdeen	1904	10	19	11
Mid Calder	Edinburgh	1903	113	2	5
Monifieth	Forfar	1904	22	11	3
Monquhitter	Aberdeen	1903	55	13	1
Montrose (Burgh)	Forfar	1904	663	18	4
Mortlach	Banff	1903	121	1	1
Muiravonside	Stirling	1904	197	19	5
Muirkirk	Ayr	"	197	10	4
Nairn (Burgh)	Nairn	"	169	17	1
Neilston	Renfrew	"	386	8	2
Nesting, &c.	Shetland	1903	178	1	9
Newbattle	Edinburgh	1904	244	18	5
Newburgh	Fife	"	53	4	1
New Byth	Aberdeen	1903	67	10	8
New Deer	"	"	60	9	10
Newhills	"	"	193	6	10
New Machar	"	"	18	11	6
New Monkland	Lanark	"	157	19	3
New Pitsligo	Aberdeen	1904	32	10	0
North Knapdale	Argyll	"	6	12	9
Northmavine	Shetland	"	89	5	5
North Uist	Inverness	1903	412	5	9
Old Cumnock	Ayr	"	143	13	5
Old Deer	Aberdeen	1904	98	4	2
Old Kilpatrick	Dumbarton	1903	1,868	1	1
Olrig	Caithness	"	33	0	3
Orphir	Orkney	"	37	14	11
Paisley (Burgh)	Renfrew	"	2,017	19	2
Penicuik	Edinburgh	"	98	16	8
Perth (Burgh)	Perth	"	156	2	5
Peterhead (Landward)	Aberdeen	"	138	14	3
Pitsligo	"	"	160	19	10
Port Glasgow (Burgh)	Renfrew	"	483	5	7
Portree	Inverness	"	193	18	8
"	"	1904	142	19	11
Prestonpans	Haddington	1903	70	4	0
Rathen	Aberdeen	"	121	7	2
Rathven	Banff	"	667	4	11
Rattray	Perth	"	6	5	7
Resolis	Ross	"	16	14	7
Rhynie	Aberdeen	1903	110	12	1
Rosemarkie	Ross	"	28	7	8
Rosskeen	"	1904	132	11	7
Rothes	Elgin	1903	101	3	10
Rothiemay	Banff	"	35	1	9
Rousay, etc.	Orkney	1902	33	18	3
Rutherglen	Lanark	1903	303	15	7
St. Andrews, &c.	Orkney	"	50	5	5
St. Monance	Fife	1904	115	14	7
Sandsting, &c.	Shetland	1903	167	5	5
Sandwick	Orkney	"	42	5	3
Scoonie	Fife	1904	256	17	3
Selkirk (Burgh)	Selkirk	"	128	15	4
Shapansay	Orkney	"	35	2	5
Shettleston	Lanark	1903	574	8	4
Slamannan	Stirling	"	381	13	3
"	"	1904	395	6	10
Sleat	Inverness	"	103	12	1
Snizort	"	1903	163	6	0
"	"	1904	141	5	10
South Ronaldshay, &c.	Orkney	1903	126	1	6
South Uist	Inverness	"	451	2	0
"	"	1904	295	17	1
Springburn	Lanark	1903	680	8	10
Stenscholl	Inverness	"	150	5	4
"	"	1904	116	11	5
Stevenston	Ayr	1903	295	13	8
Stobhill	Edinburgh	1904	114	12	6
Stonehouse	Lanark	1903	116	5	2
"	"	1904	115	6	9
Stornoway	Ross	1903	701	8	1
Stranraer	Wigtown	"	146	9	0
Strath	Inverness	1904	196	3	0
Stromness	Orkney	1903	76	5	7
Stronsay	"	"	37	16	2
Tarbat	Ross	"	29	5	3
Tarbert	Argyll	"	155	10	7
Thurso	Caithness	"	177	4	9
Tillicoultry	Clackmannan	1904	273	12	9
Tingwall, &c.	Shetland	1903	85	16	7
Tiree	Argyll	"	249	2	10
Tongue	Sutherland	"	114	2	9
Torphichen	Linlithgow	"	236	8	9
Torryburn	Fife	"	4	14	9
Tranent	Haddington	"	331	12	2
Tulliallan	Fife	1904	70	3	2
Turriff	Aberdeen	"	160	15	11
Uig	Ross	1903	472	3	1
Unst	Shetland	"	22	17	3

NAME OF BOARD.	COUNTY.	YEAR TO WHIT-SUNDAY.	AMOUNT.		
			£	s.	d.
Urquhart and Logie Wester	Ross	1904	29	18	7
Urr	Kirkcudbright	1903	191	9	6
Walls, Sandness, &c.	Shetland	„	163	10	1
Watten	Caithness	„	49	15	2
Wemyss	Fife	1904	508	7	5
West Calder	Edinburgh	„	279	5	8
Westray, &c.	Orkney	1903	131	5	10
Whitburn	Linlithgow	„	257	13	1
Wick (Burgh)	Caithness	1904	943	19	10
Yell	Shetland	1903	179	8	8
Ythan Wells	Aberdeen	„	12	17	5

Summarised Statistics of Annual Grant Schools.

Table No. 8.

Showing the Population in 1901, the Number of Day Schools (Elementary and Higher Grade) on the Annual Grant List on the 31st August, 1904, the Accommodation, and the Average Number of Scholars on the School Registers during year, and in Average Attendance in those Schools.

County.	*Population (April 1901).	*One sixth of Population (April 1901).	Number of Schools, *i.e.*, Institutions under separate Management.							Accommodation.	Average Number of Scholars on Registers during year.	Average Number of Scholars in Attendance.
			Public.	Church of Scotland.	Free Church.	Episcopal.	Roman Catholic.	Undenominational and other Schools.	Total.			
Aberdeen	304,439	50,740	259	5	3	13	6	6	292	74,603	60,443	53,597
Argyll	73,642	12,274	159	—	—	3	4	1	167	19,339	11,968	10,431
Ayr	254,468	42,411	147	1	—	1	18	4	171	56,055	47,826	40,688
Banff	61,488	10,248	71	—	—	4	6	2	83	18,683	13,412	11,743
Berwick	30,824	5,137	49	—	—	—	—	2	51	8,088	5,113	4,396
Bute	18,787	3,131	21	—	—	—	2	—	23	4,483	2,779	2,426
Caithness	33,870	5,645	62	—	—	—	—	1	63	9,853	6,425	5,595
Clackmannan	32,029	5,338	16	—	—	1	1	1	19	7,969	6,137	5,514
Dumbarton	113,865	18,977	53	—	—	1	9	—	63	25,848	22,152	19,324
Dumfries	72,571	12,095	95	1	—	1	2	6	105	19,828	13,062	11,446
Edinburgh	488,796	81,466	127	1	2	11	18	9	168	91,548	75,950	65,689
Elgin or Moray	44,800	7,467	46	2	—	1	1	4	54	12,386	8,666	7,409
Fife	218,840	36,473	142	—	—	1	3	—	146	51,496	41,679	36,701
Forfar	284,082	47,347	142	—	—	5	7	5	159	57,330	48,556	41,621
Haddington	38,665	6,444	39	—	—	—	1	—	40	8,579	6,873	5,769
Inverness	90,104	15,017	171	1	—	3	8	2	185	21,998	14,991	12,749
Kincardine	40,923	6,821	45	1	—	3	—	3	52	8,463	5,975	5,156
Kinross	6,981	1,164	6	—	—	—	—	1	7	1,445	1,113	939
Kirkcudbright	39,383	6,564	64	1	—	1	4	—	70	10,772	7,262	6,341
Lanark	1,339,327	223,221	312	2	1	1	64	4	384	255,763	231,016	197,597
Linlithgow	65,708	10,951	38	—	—	—	6	3	47	16,554	14,604	12,366
Nairn	9,291	1,549	12	—	—	—	1	1	14	1,935	1,531	1,274
Orkney	28,699	4,783	61	—	—	—	—	—	61	6,568	4,173	3,489
Peebles	15,066	2,511	18	—	—	1	—	2	21	3,635	2,292	1,983
Perth	123,283	20,547	155	2	—	5	3	5	170	28,969	19,902	17,040
Renfrew	268,980	44,830	74	—	—	2	18	3	97	57,394	50,871	44,013
Ross and Cromarty	76,450	12,742	137	—	—	2	—	1	140	18,797	13,527	11,389
Roxburgh	48,804	8,134	63	—	—	2	1	1	67	11,754	7,629	6,619
Selkirk	23,356	3,893	20	—	—	1	2	1	24	5,665	3,850	3,510
Shetland	28,166	4,694	60	1	—	1	—	—	62	5,158	3,923	3,281
Stirling	142,291	23,715	78	—	—	2	8	1	89	33,897	28,334	24,761
Sutherland	21,440	3,573	45	—	—	—	—	—	45	4,905	3,271	2,730
Wigtown	32,685	5,448	47	—	—	—	3	—	50	7,857	6,025	4,982
Total	4,472,103	745,350	2,834	18	6	66	196	69	3,189	967,622	791,330	682,269

N.B.—The population of Scotland in 1901 was 4,472,103. One-fifth of that population, representing the estimated number of children who might be on the Registers, is 894,424, and one-sixth, being the estimated number of scholars who should be in average daily attendance, is 745,350.

STATISTICS OF ANNUAL GRANT SCHOOLS—*continued.*

TABLE 9.—TOTAL NUMBER of DAY SCHOOLS (ELEMENTARY and HIGHER GRADE) on the ANNUAL GRANT LIST on the 31st August, 1904; ACCOMMODATION, AVERAGE NUMBER of SCHOLARS in ATTENDANCE, and the NUMBER of SCHOLARS on the REGISTERS in those SCHOOLS, ARRANGED ACCORDING TO AGE.

DENOMINATIONS.	Number of Schools.	Number of Scholars for whom Accommodation is provided.	Average Number of Scholars on Registers during year.	Average Number of Scholars in Attendance.		
				Boys.	Girls.	Total.
In *Public* Schools	2,834	844,086	685,731	306,676	285,964	592,640
In Schools connected with *Church of Scotland*	18	4,948	3,801	1,533	1,791	3,324
United Free Church	6	2,932	2,036	883	913	1,796
Episcopal Church	66	14,921	12,900	5,409	5,502	10,911
Roman Catholic Church	196	88,753	78,342	33,696	32,267	65,963
Undenominational and other Schools	69	11,982	8,520	3,558	4 077	7,635
Total*	3,189	967,622	791,330	351,755	330,514	682,269
Total for previous year, 1902–1903	3,149	948,308	783,808	345,376	323,913	669,289

DENOMINATIONS.	Number and Percentage of Scholars on the School Registers at end of School year, aged													
	Under 3.	3 and under 4.	4 and under 5.	5 and under 6.	6 and under 7.	7 and under 8.	8 and under 9.	9 and under 10.	10 and under 11.	11 and under 12	12 and under 13.	13 and under 14.	14 and under 15.	15 and over.	Total.
In *Public* Schools	10	695	9,238	46,945	75,079	79,753	80,562	80,863	78,220	77,698	74,217	63,633	12,678	6,732	686,323
	·00	·10	1·35	6·84	10·94	11·62	11·74	11·78	11·40	11·32	10·81	9·27	1·85	·98	
In Schools connected with *Ch. of Scot.*	–	12	66	227	375	446	367	437	402	411	399	386	132	99	3,759
	–	·32	1·76	6·04	9·98	11·87	9·76	11·63	10·69	10·93	10·61	10·27	3·51	2·63	
United Free Church	–	1	23	135	214	213	221	235	193	228	231	198	59	38	1,989
	–	·05	1·16	6·79	10·76	10·71	11·11	11·82	9·70	11·46	11·61	9·95	2·97	1·91	
Episcopal Church	–	52	432	1,181	1,530	1,492	1,486	1,438	1,365	1,342	1,347	1,058	125	30	12,878
	–	·40	3·35	9·17	11·88	11·59	11·54	11·17	10·60	10·42	10·46	8·22	·97	·23	
Roman Catholic Ch.	1	585	2,821	6,828	9,012	9,350	9,514	9,434	9,164	8,828	7,811	5,773	777	290	80,188
	·00	·73	3·52	8·52	11·24	11·66	11·86	11·76	11·43	11·01	9·74	7·20	·97	·36	
Undenominational and other Schools	–	27	136	457	777	855	844	835	806	889	1,116	1,054	315	244	8,355
	–	·32	1·63	5·47	9·30	10·23	10·10	9·99	9·65	10·64	13·36	12·62	3·77	2·92	
Total	11	1,372	12,716	55,773	86,987	92,109	92,994	93,242	90,150	89,396	85,121	72,102	14,086	7,433	793,492
	·00	·17	1·60	7·03	10·96	11·61	11·72	11·75	11·36	11·27	10·73	9·09	1·77	·94	
Total for previous year, 1902–1903	10	1,438	12,877	54,515	87,576	91 641	92,254	92,609	90,859	87,982	83,276	68,786	14,670	6,980	785,473
	·00	·18	1·64	6·94	11·15	11·67	11·74	11·79	11·57	11·20	10·60	8·76	1·87	·89	
Estimated Population in 1904	–	108,125	106,466	103,817	102.152	103,278	100,913	99,025	100,136	94,297	97,375	94,839	98,336	—	—

* Including 74 Higher Grade Schools, with accommodation for 18,965 with an average number of 10.453, scholars on Registers during year and an average attendance of 10.107. Of the 9,927 scholars on Registers at end of School Year 4 were under 12, 529 were 12 and under 13; 2.833 were 13 and under 14; 2.989 were 14 and under 15; 2,054 were 15 and under 16, and 1,527 were over 16 years of age.

STATISTICS OF ANNUAL GRANT SCHOOLS—*continued.*

TABLE 10.—†SCHOOL STAFF.

DENOMINATIONS.	Certificated Teachers.*										Provisionally Certificated Teachers. Art. 60.		Assistant Teachers, Art. 79.						Total.	Female Assistants, Art. 32 (c) 3.
	Untrained.		Trained.						Total.				Males.			Females.				
			Less than Two Years.		Two Years.		Three Years.													
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	(a.)	(b.)	(c.)	(a.)	(b.)	(c.)		
In *Public* Schools	794	2,759	97	45	3,353	4,368	64	51	4,308	7,223	11	90	57	29	63	1,108	14	763	2,034	143
In Schools connected with *Church of Scotland*	1	15	–	–	16	40	1	–	18	55	–	2	*	–	–	3	–	–	3	2
United Free Church	2	5	1	–	13	17	1	–	17	22	–	–	*	–	–	1	1	1	3	2
Episcopal Church	5	60	–	1	27	71	–	–	32	132	–	–	4	–	2	49	–	28	83	13
Roman Catholic Church	44	304	4	9	82	299	1	1	131	613	–	1	13	–	17	185	1	340	556	74
Undenominational and other Schools	1	41	–	–	27	60	1	–	43	101	–	2	1	1	–	23	1	13	39	2
Total	861	3,184	102	55	3,518	4,855	68	52	4,549	8,146	11	95	75	30	82	1,369	17	1,145	2,718	236

* Including 1,387 graduates (1,258 male and 129 female)—1,340 in Public, 13 in Church of Scotland, 13 in United Free Church, 1 in Episcopal, and 20 in Undenominational and other schools. Of the 1,387, 943 are trained and 444 untrained teachers. Of the latter, 416 took the certificate examination as graduates, and 28 graduated after passing the examination as acting teachers.

† For particulars of pupil teachers and candidates see next Table.

STATISTICS OF ANNUAL GRANT SCHOOLS—*continued.*

TABLE II.—PUPIL TEACHERS AND CANDIDATES.

DENOMINATIONS.	Number of Pupil Teachers											
	Serving at 30th June, 1904, at end of								Total.		Exempted from Examination at end of Second year in respect of Leaving Certificates, Art. 70 (*d*) 5.	
	Fourth Year.		Third Year.		Second Year.		First Year.					
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
In *Public* Schools	156	791	163	862	136	637	163	666	618	2,956	67	396
In Schools connected with												
Church of Scotland	1	10	–	11	–	4	–	9	1	34	–	4
United Free Church	3	6	2	3	1	6	1	7	7	22	–	3
Episcopal Church	–	15	1	20	2	22	–	12	3	69	–	1
Roman Catholic Church	13	86	5	88	14	112	11	105	43	391	–	9
Undenominational and other Schools	2	5	1	13	1	7	1	8	5	33	1	3
Total	175	913	172	997	154	788	176	807	677	3,505	68	326

DENOMINATIONS.	Number of Candidates.								Stipendiary Monitors.	
	Admitted from 1st July, 1904.						Admitted at end of Second Year in respect of Leaving Certificates, Art. 70 (*b*).			
	For 4 Years.		For 2 Years.		Total.					
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.
In *Public* Schools	145	512	44	233	189	745	34	202	1	3
In Schools connected with										
Church of Scotland	–	6	–	2	–	8	–	1	–	–
United Free Church	–	1	–	–	–	1	–	–	–	–
Episcopal Church	1	5	–	5	1	10	–	2	–	–
Roman Catholic Church	16	85	2	2	18	87	1	–	1	5
Undenominational and other Schools	3	5	–	1	3	6	–	1	–	–
Total	165	614	46	243	211	857	35	206	2	8

Statistics of Annual Grant Schools—*continued.*

Table 12.—Number of Certificated Teachers in Receipt of Salaries of certain Specified Amounts.

Denominations.	Masters. Principal. Under 75*l.*	75*l.* and less than 100*l.*	100*l.* and less than 150*l.*	150*l.* and less than 200*l.*	200*l.* and less than 250*l.*	250*l.* and less than 300*l.*	300*l.* and less than 350*l.*	350*l.* and less than 400*l*	400*l.* and over.	Total.
In *Public* Schools	43	173	821	503	271	172	125	55	68	2,236
In Schools connected with *Church of Scotland*	1	1	2	–	–	1	1	1	1	8
United Free Church	–	–	–	1	–	3	–	–	–	4
Episcopal Church	1	–	15	6	6	2	–	–	–	30
Roman Catholic Church	1	2	39	14	1	1	1	–	–	59
Undenominational and other Schools	–	–	6	3	1	1	3	–	3	17
Total	51	176	883	527	279	180	130	56	*72	2,354

Denominations.	Masters. Assistant. Under 75*l.*	75*l.* and less than 100*l.*	100*l.* and less than 150*l.*	150*l.* and less than 200*l.*	200*l.* and less than 250*l.*	250*l.* and over.	Total.
In *Public* Schools	5	329	1,399	264	70	5	2,072
In Schools connected with *Church of Scotland*	–	2	6	2	–	–	10
United Free Church	1	4	8	–	–	–	13
Episcopal Church	–	–	2	–	–	–	2
Roman Catholic Church	10	49	13	–	–	–	72
Undenominational and other Schools	–	–	18	6	–	2	26
Total	16	384	1,446	272	70	7	2,195

Denominations.	Mistresses. Principal. Under 50*l.*	50*l.* and less than 75*l.*	75*l.* and less than 100*l.*	100*l.* and less than 150*l.*	150*l.* and less than 200*l.*	200*l.* and over.	Total.
In *Public* Schools	1	324	384	238	37	12	996
In Schools connected with *Church of Scotland*	–	5	4	1	–	–	10
United Free Church	–	–	1	1	–	–	2
Episcopal Church	1	16	24	8	2	–	51
Roman Catholic Church	1	35	122	35	1	–	194
Undenominational and other Schools	1	12	21	7	3	–	44
Total	4	392	556	290	43	12	1,297

Denominations.	Mistresses. Assistant. Under 40*l.*	40*l.* and less than 45*l.*	45*l.* and less than 50*l.*	50*l.* and less than 75*l.*	75*l.* and less than 100*l.*	100*l.* and less than 150*l.*	150*l.* and over.	Total.
In *Public* Schools	30	32	65	3,542	1,884	668	6	6,227
In Schools connected with *Church of Scotland*	–	–	1	29	12	3	–	45
United Free Church	1	–	–	7	7	5	–	20
Episcopal Church	6	7	4	55	9	–	–	81
Roman Catholic Church	–	2	6	339	70	2	–	419
Undenominational and other Schools	–	–	–	31	22	3	1	57
Total	37	41	76	4,003	2,004	681	7	6,849

Of these, 57 received 400*l.* and less than 450*l.*; 6 received 450*l.* and less than 500*l.*; 8 received 500*l.* and less than 550*l.*; 1 received 550*l.* and less than 600*l.*

STATISTICS OF ANNUAL GRANT SCHOOLS—*continued.*

TABLE 13.—AVERAGE SALARIES OF CERTIFICATED TEACHERS.

DENOMINATIONS	MASTERS.						
	Principal.			Assistant.			Total.
	Average Salaries.	Number on which Average is taken.	Number provided with House, or Rent free.	Average Salaries.	Number on which Average is taken.	Number provided with House, or Rent free.	Average Salaries.
	£ s. d.			£ s. d.			£ s. d.
In *Public* Schools	177 7 11	2,236	1,597	121 11 11	2,072	9	150 11 2
In Schools connected with *Church of Scotland*	213 7 6	8	4	118 10 0	10	—	160 13 4
United Free Church	243 10 0	4	—	104 18 6	13	—	137 10 7
Episcopal Church	157 10 0	30	14	104 0 0	2	—	154 3 2
Roman Catholic Church	135 1 4	59	5	87 11 5	72	3	108 19 3
Undenominational and other Schools	232 5 11	17	10	141 2 4	26	—	177 3 3
Total	176 14 3	2,354	1,630	120 11 8	2,195	12	149 12 7

DENOMINATIONS.	MISTRESSES.						
	Principal.			Assistant.			Total.
	£ s. d.			£ s. d.			£ s. d.
In *Public* Schools	89 4 6	996	442	73 17 11	6,227	48	76 0 2
In Schools connected with *Church of Scotland*	78 14 0	10	8	9 4 0	45	—	70 18 7
United Free Church	92 10 0	2	1	81 8 0	20	—	82 8 2
Episcopal Church	87 0 0	51	13	60 1 9	81	—	70 9 8
Roman Catholic Church	87 4 9	194	21	68 15 3	419	3	74 12 2
Undenominational and other Schools	88 14 1	44	28	76 13 8	57	—	81 18 5
Total	88 14 11	1,297	513	73 8 8	6,849	51	75 17 5

STATISTICS OF ANNUAL GRANT SCHOOLS—*continued.*

TABLE 14.—SCHOOL FEES AND MERIT CERTIFICATES.

DENOMINATIONS.	SCHOOL FEES.											Number of Scholars passed for enrolment in Supplementary Courses.
	Number of Free Scholars.	Fee-Paying Schools.							Percentage of Free Scholars.	Percentage of Fee-Paying Scholars.	Number of Merit Certificates awarded.	
		Public Schools (Art. 134).		Voluntary Schools not claiming Fee Grants.		Other Schools (Scholars under 8 and over 15).		Total No. of Scholars paying fees.			Under the Code of 1902.	Under the Code of 1903.
		No. of Schools.	No. of Scholars paying fees.	No. of Schools.	No. of Scholars paying fees.	No. of Schools.	No. of Scholars paying fees.					
In *Public* Schools	673,208	53	13,087	–	–	3	28	13,115	98·09	1·91	1,898	5,369	39,029
In Schools connected with *Church of Scotland*	3,719	–	–	–	–	1	40	40	98·94	1·06	19	48	265
United Free Church	1,989	–	–	–	–	–	–	–	100·00	–	5	–	169
Episcopal Church	12,720	–	–	1	158	–	–	158	98·77	1·23	42	45	397
Roman Catholic Church	79,457	–	–	6	727	1	4	731	99·09	·91	121	162	1,944
Undenominational and other Schools	5,878	–	–	5	2,463	1	14	2,477	70·35	29·65	32	21	523
Total	776,971	53	13,087	12	3,348	6	86	16,521	97·92	2·08	2,117	5,645	42,327

STATISTICS OF ANNUAL GRANT SCHOOLS—*continued.*

TABLE 15.—AVERAGE ATTENDANCE ON WHICH GRANT WAS CLAIMED, AND ON WHICH PAYMENTS WERE MADE AT DIFFERENT RATES.

DENOMINATIONS.	Number of Schools (other than Higher Grade).	Average Attendance on which grant was claimed in these Schools.	Article 19 B 1, 2, and 3.					Article 21. Advanced Departments of Schools other than Higher Grade.					Articles 142 and 144. Higher Grade Schools.								
			Average Attendance.					Number of Departments.	Average Attendance paid at			Total.	Number of Schools.	Average Attendance paid at							
			Paid Normal Grant.	Normal Grant increased by 6*d.*	Normal Grant reduced by 6*d.*	Normal Grant reduced by 1*s.*	Grant refused.		45*s.*	50*s.*	55*s.*			Under 12.	1st Year.		2nd Year.		Beyond 2nd Year.		Total.
														Art. 19 B 1 (*c*)	50*s.*	55*s.*	70*s.*	77*s.*	90*s.*	99*s.*	
In *Public* Schools	2,764	583,355	335,771	229,936	1,673	363	53	1,076	21	14,033	1,505	15,559	67	54	4,491	1,633	1,551	495	888	366	9,424
In Schools connected with *Ch. of Scotland*	18	3,324	1,528	1,537	—	—	—	5	—	259	—	259	—	—	—	—	—	—	—	—	—
United Free Church	4	1,689	413	1,259	—	—	—	1	—	17	—	17	2	—	64	—	22	—	21	—	107
Episcopal Church	66	10,912	9,434	1,147	97	115	—	15	—	119	—	119	—	—	—	—	—	—	—	—	—
Roman Catholic Church	193	65,765	49,657	14,836	931	—	—	28	—	289	52	341	2	1	78	—	44	—	30	—	152
Undenominational and other Schools	56	6,814	3,709	2,864	—	—	—	11	—	241	—	241	3	—	329	—	25	—	15	—	369
Total	3,101	671,859	400,512	251,579	2,701	478	53	1,136	21	14,958	1,557	16,536	74	55	4,962	1,633	1,642	495	954	366	10,107

Note—There were 589 separate Infant schools and departments established under Art. 19 B 5, and the extra grant of 1*s.* per head was paid on an average attendance of 70,493 scholars under 7 years of age.

TABLE 16.—TABLE SHOWING THE OPERATION, IN CERTAIN SPECIFIED COUNTIES, OF ARTICLE 19 B 6 AND 7, ARTICLE 22, AND ARTICLE 147.

COUNTY	Art. 19 B 6.						Art. 19 B 7.	Art. 22.	Art. 147.
	Number of Schools to which extra Grant was paid.	Average Attendance on which an extra Payment was made of				Total.	Average Attendance on which extra grant of 1s. was paid.	Average Attendance over 10 in respect of which a further Grant of 6s. was paid.	Average Attendance on which a grant of 10s. was paid.
		1s.	2s.	3s.	4s.				
Argyll	165	53	221	628	8,705	9,607	608	2,435	87
Caithness	63	—	95	388	4,690	5,173	—	904	—
Inverness	170	26	248	1,059	7,564	8,897	770	945	56
Orkney	55	—	20	281	2,736	3,037	—	873	124
Ross	135	46	352	1,320	8,878	10,596	1,082	1,767	288
Shetland	57	17	227	379	2,452	3,075	—	54	—
Sutherland	44	—	71	356	2,034	2,461	213	738	—
Total	689	14	1,284	4,411	37,059	42,846	2,673	7,716	555

The extra Grants under the above Articles amounted to 10,929*l.* 18*s.*

STATISTICS OF ANNUAL GRANT SCHOOLS—*continued.*

TABLE 17.—TABLE SHOWING THE OPERATION OF ARTICLES 19 D and 23 (*b*).

DENOMINATIONS.	Article 19 D.						Article 23 (*b*).		
	Number of Schools paid under Art. 19 D Grants of		Article 19 D (*a*).			Number of Schools paid Grant of £10 under Article 19 D (*b*).	Number of Schools.	Number of Scholars for whom additional attendances were claimed under	
	£10	£15	Number of Centres.	Children under 10. (17/- per scholar.)	Children above 10. (18/- per scholar.)			Article 23 (*b*) 1.	Article 23 (*b*) 2.
In *Public* Schools	312	572	172	759	672	21	258	377	1,754
In Schools connected with *Church of Scotland*	2	4	—	—	—	—	—	—	—
United Free Church	—	—	—	—	—	—	—	—	—
Episcopal Church	1	1	—	—	—	—	1	—	7
Roman Catholic Church	2	4	—	—	—	—	17	24	143
Undenominational and other Schools	3	13	—	—	—	—	5	288	—
Total	320	594	172	759	672	21	281	689	1,904

TABLE 18.—*TABLE SHOWING THE OPERATION OF ARTICLE 19 B (4) UNDER WHICH GRANTS FOR DRAWING ARE PAID IN RESPECT OF THE JUNIOR AND SENIOR DIVISIONS OF SCHOOLS.

DENOMINATIONS.	Article 19 B 4 (Drawing).								
	Number of Schools.	Average Attendance on which payments were made.				Total.	Grant paid under		Total Amount of Grant.
		Children between 7 and 10 years of age.		Children over 10 years of age who have not obtained the Merit Cert.			Article 19 B 4 (*a*).	Article 19 B 4 (*b*).	
		At 1/6.	At 1/9.	At 1/9.	At 2/-				
							£. s. d.	£. s. d.	£. s. d.
In *Public* Schools	2,564	126,807	83,971	165,156	73,218	449,152	17,027 14 11	22,035 12 3	39,063 7 2
In Schools connected with *Church of Scotland*	16	714	388	838	450	2,390	88 12 4	121 4 4	209 16 8
United Free Church	4	14	587	302	435	1,338	60 5 10	82 18 2	143 4 0
Episcopal Church	63	3,124	767	3,435	821	8,147	299 6 3	382 13 3	681 19 6
Roman Catholic Church	192	20,584	3,708	22,111	4,179	50,582	1,865 15 5	2,350 3 8	4,215 19 1
Undenominational and other Schools	45	1,491	573	1,921	866	4,851	168 1 11	263 19 7	432 1 6
Total	2,888	152,734	89,994	193,763	79,969	516,460	19,509 16 8	25,286 11 3	44,746 7 11

* The above Table refers to the Junior and Senior Divisions of Schools only. As a rule all Scholars in Advanced and Higher Grade Departments receive instruction in Drawing, but in those Departments no separate grant for the subject is made.

STATISTICS OF ANNUAL GRANT SCHOOLS—*continued.*

TABLE 19.—DETAILS OF INSTRUCTION IN CERTAIN SPECIFIED SUBJECTS.

DENOMINATIONS.	Experimental Science.			Manual Instruction.			Cookery.			Laundry Work.			Dairying.			Dressmaking.			Household Economy.		
	Number of Schools	Number of Scholars who received instruction during year.	Average number of hours instruction per Scholar.	Number of Schools.	Number of Scholars who received instruction during year.	Average number of hours instruction per Scholar.	Number of Schools.	Number of Scholars who received instruction during year.	Average number of hours instruction per Scholar.	Number of Schools.	Number of Scholars who received instruction during year.	Average number of hours instruction per Scholar.	Number of Schools.	Number of Scholars who received instruction during year.	Average number of hours instruction per Scholar.	Number of Schools.	Number of Scholars who received instruction during year.	Average number of hours instruction per Scholar.	Number of Schools.	Number of Scholars who received instruction during year.	Average number of hours instruction per Scholar.
In *Public* Schools	77	7,070	76	255	21,758	43	609	46,575	37	126	5,868	21	4	84	30	45	2,321	46	41	1,340	35
In Schools connected with *Church of Scotland*	–	–	–	1	34	61	2	186	33	–	–	–	–	–	–	–	–	–	–	–	–
United Free Church	3	116	92	1	16	42	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Episcopal Church	–	–	–	1	18	79	3	66	26	2	31	13	–	–	–	–	–	–	2	39	45
Roman Catholic Church	5	228	58	1	16	14	12	536	31	–	–	–	–	–	–	–	–	–	2	61	26
Undenominational and other Schools	4	317	48	4	199	54	7	287	29	–	–	–	–	–	–	2	244	49	–	–	–
Total	89	7,731	75	263	22,041	43	633	47,651	37	128	5,899	21	4	84	30	47	2,565	46	45	1,440	35
Total number of Scholars respectively in: Senior Divisions of Schools		307			14,666			36,844			3,564			66			100			366	
Total number of Scholars respectively in: Higher Grade Schools and Supplementary Courses.		7,424			7,375			10,807			2,335			18			2,465			1,074	

STATISTICS OF ANNUAL GRANT SCHOOLS—*continued.*

TABLE 20.—PARTICULARS RESPECTING SINGING, MILITARY DRILL, SAVINGS BANKS, AND SCHOOL LIBRARIES.

DENOMINATIONS.	Number of Schools in which Singing is taught.				Number of Schools in which Military Drill is taught in Senior Division.	Savings Banks.			Libraries.	
	By Ear only.	Staff Notation.	Tonic Sol. Fa.	On both Systems.		Number of Schools.	Number of Scholars who are Depositors.	Amount standing to their credit at end of School Year.	Number of Schools.	Number of Books.
								£. s. d.		
In *Public* Schools	71	38	2,388	306	1,406	91	10,230	1,340 7 10	879	190,994
In Schools connected with *Church of Scotland*	1	—	1		6	—	—	—	6	1,581
United Free Church	—	—		1	3	—	—	—	2	441
Episcopal Church	—	4	52	10	29	6	366	120 11 3	20	3,856
Roman Catholic Church	3	4	167	21	70	7	867	269 14 8	43	12,086
Undenominational and other Schools	1	1	52	5	16	5	362	112 17 8	14	4,942
Total	76	47	2,677	347	1,530	109	11,825	5,843 11 5	964	213,900

STATISTICS OF ANNUAL GRANT SCHOOLS—*continued*.

TABLE 21.—EXAMINATION AND PAYMENTS ON ACCOUNT OF BLIND OR DEAF-MUTE CHILDREN UNDER ARTICLE 20 I.

Number of Schools.		Number of Scholars presented to His Majesty's Inspectors.					Scholars paid for at the rate of 5*l.* 5*s.* 0*d.* under Article 20 (*a*) and (*b*).				
Institutions not otherwise on Annual Grant List.	Ordinary Annual Grant Schools.	Blind.		Deaf Mutes.		Total.	Blind.		Deaf Mutes.		Total.
		Males.	Females.	Males.	Females.		Males.	Females.	Males.	Females.	
14	18	145	116	298	293	852	134	113	298	292	837

(*continued*).

Scholars paid for at the rate of 3*l.* 3*s.* 0*d.* under Article 20 (*a*) only.					Scholars paid for at the rate of 2*l.* 2*s.* 0*d.* under Article 20 (*b*) only.					Scholars who failed on Examination.		Grant paid under Article 20.
Blind.		Deaf Mutes.		Total.	Blind.		Deaf Mutes.		Total.	Article 20 (*a*).	Article 20 (*b*).	
Males.	Females.	Males.	Females.		Males.	Females.	Males.	Females.				£. *s.* *d.*
4	1	—	1	6	7	2	—	—	9	—	—	3,736 17 3

NOTE.—Under Article 20 II., Special Classes for "defective" or "epileptic" children were established in seven Schools, and grants amounting to 549*l.* 19*s.* 6*d.* were paid on account of 265 Scholars.

TABLE 22.—ANNUAL INCOME, EXPENDITURE on MAINTENANCE, AND RATE OF INCOME AND EXPENDITURE PER SCHOLAR.

DENOMINATIONS.	INCOME.														* Rate of Income per Scholar in Average Attendance.
	Endowment.	School Board Rates.	Voluntary Contributions.	School Pence.	Books, &c. sold to Scholars.	Fee Grant.	Grant in Aid.	General Aid Grant.	Government Grant, 1902–1903.	From Secondary Education Committee.	From County Councils for Technical Instruction.	Other Sources.	Total.		
	£.	£.	£.	£.	£.	£.	£.	£	£.	£.	£.	£.	£.	£. s. d.	
In *Public* Schools	11,232	605,963	480	16,102	14,888	353,619	—	48,825	708,215	25,405	3,492	15,405	1,803,626	3 0 2¾	
In Schools connected with *Church of Scotland*	186	—	557	214	374	1,959	488	275	4,096	118	121	1,712	10,100	2 18 3	
United Free Church	156	—	21	—	172	1,404	390	252	2,139	250	—	1,447	6,225	3 8 3	
Episcopal Church	539	—	3,812	180	581	6,558	1,644	650	12,083	—	—	444	26,491	2 8 6¾	
Roman Catholic Church	292	—	30,958	825	3,895	38,119	9,353	2,412	68,513	524	23	327	155,241	2 6 8½	
Undenominational and other Schools	3,294	—	2,555	3,822	56	2,702	1,113	928	9,564	1,332	287	68	25,721	3 9 8¾	
Total	15,698	605,963	38,383	21,143	19,966	404,361	12,988	53,342	804,610	27,629	3,923	19,403	2,027,404	2 18 9¼	

DENOMINATIONS.	EXPENDITURE.					* Rate of Expenditure per Scholar in Average Attendance for				
	Salaries.	Books and Apparatus.	Rent.	Miscellaneous.	Total.	Salaries.	Books and Apparatus.	Rent.	Miscellaneous.	Total.
	£.	£.	£.	£.	£.	£. s. d.	£. s. d.	£. s. d.	£. s. d.	£. s. d.
In *Public* Schools	1,425,891	74,301	9,374	291,237	1,800,803	2 7 8¾	0 2 5	0 0 3¾	0 9 8½	3 0 2¼
In Schools connected with *Church of Scotland*	7,996	567	17	1,423	10,003	2 4 1½	0 3 10½	0 0 1½	0 7 2¾	2 15 4
United Free Church	5,611	263	—	760	6,633	2 12 7¾	0 2 8¾	—	0 9 11¼	3 5 3¾
Episcopal Church	19,236	1,445	1,405	3,428	25,514	1 15 3	0 2 7¾	0 2 7	0 6 3½	2 6 9¼
Roman Catholic Church	97,226	8,721	29,426	20,231	155,604	1 9 2¼	0 2 6¾	0 8 10¾	0 6 0¾	2 6 8¼
Undenominational and other Schools	19,146	747	499	3,365	23,757	2 16 0¼	0 2 2¾	0 1 10	0 8 8½	3 8 9¾
Total	1,575,106	86,043	40,721	320,444	2,022,314	2 5 8¾	0 2 5¼	0 1 2½	0 9 3½	2 18 8

* Calculated on complete annual returns only.

STATISTICS OF ANNUAL GRANT SCHOOLS—*continued.*

TABLE 23—*ANNUAL GRANTS.

AMOUNTS CLAIMED.

DENOMINATIONS.	AMOUNT CLAIMED ON										
	Children under 7. Art. 19 B 1(*a*).	Children between 7 and 10. Art. 19 B 1 (*b*).	Children over 10. Art. 19 B 1 (*c*).	Article 21.	Article 22.	Special Grants to Small Schools. Art. 19 D.	Pupil Teachers. Art. 19 E.	Special Grants. Art. 19 F.	Defective and Epileptic Children. Art. 20 (II.)	Scholars in Higher Grade Schools. Arts. 142-7.	Total.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Public Schools	109,993 0 7	220,756 11 10	274,768 11 3	54,999 5 9	2,739 8 2	13,247 16 6	9,044 9 2	248 8 8	549 19 6	30,386 15 2	715,834 6 7
Schools connected with *Church of Scotland.*	578 19 6	1,152 13	1,497 15 9	716 16 10	—	65 0 0	96 5 0	—	—	—	4,107 10 10
United Free Church	345 16 10	708 0 2	963 18 0	96 19 0	—	—	105 13 4	—	—	372 12 5	3,592 19 9
Episcopal Church	2,333 4 6	3,973 7 0	4,813 14 6	319 12 6	—	25 0 0	150 2 6	—	—	—	11,615 1 0
Roman Catholic Church	13,664 9 9	24,482 10 8	29,124 19 6	1,213 13 5	—	80 0 0	733 15 0	23 16 0	—	503 13 6	68,826 17 10
Undenominational Schools	1,248 8 0	2,327 5 6	3,565 8 7	819 17 8	—	255 0 0	113 0 0	—	—	1,037 11 1	9,366 10 10
Total	127,263 19 2	253,400 8 11	314,734 7 7	58,166 5 2	2,739 8 2	13,672 16 6	10,243 5 0	272 4 8	549 19 6	32,300 12 2	813,343 6 10

* The Grant in Relief of Fees (Art. 128 of the Code), the Aid Grant to Voluntary Schools (Art. 155), the Grant on account of Blind and Deaf-Mute Children (Art. 20), and the Grant for Drawing in the Junior and Senior Divisions of Schools (Art. 19 B 4) are not included in this Table. For particulars of the two last-named Grants *see* Tables 21 and 18 respectively.

STATISTICS OF ANNUAL GRANT SCHOOLS—*continued.*

TABLE 23.—ANNUAL GRANTS—*continued.*

DEDUCTIONS FROM CLAIMS, AND AMOUNTS GRANTED.

DENOMINATIONS.	DEDUCTIONS.						Total Amount of Grants.	Rate of Grant per Scholar in Average Attendance.
	Under Article 32 (*a*).	Under Article 32 (*b*)	Under Article 32 (*c*).	Under Article 32 (*d*).	Under Article 32 (*e*).	Total.		
	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*
Public Schools	1,478 14 8	114 3 6	298 6 8	7 10 3	—	1,898 15 1	713,935 11 6	1 4 2
Schools connected with *Church of Scotland*	29 12 3	—	—	—	32 12 10	62 5 1	4,045 5 9	1 4 5½
United Free Church	40 9 4	—	—	—	—	40 9 4	3,552 10 5	1 19 6¾
Episcopal Church	120 13 9	—	4 1 8	—	—	124 15 5	11,490 5 7	1 1 0¾
Roman Catholic Church	246 4 0	66 9 6	485 0 0	—	—	797 13 6	68,029 4 4	1 0 11
Undenominational Schools	13 6 6	—	17 10 0	—	27 7	58 4 0	9,308 6 10	1 6 1½
Total	1,929 0 6	180 13 0	804 13 4	7 10 3	60 0 4	2,982 2 5	810,361 4 5	1 3 10¼

STATISTICS OF ANNUAL GRANT SCHOOLS—*continued.*

TABLE NO. 24.—SUPPLEMENTARY FINANCIAL TABLE RELATING TO HIGHER GRADE SCHOOLS ONLY.

Number of Schools.	Total Average Attendance	INCOME.											
		Annual Parliamentary Grant, Arts. 142-3 and 147, 1902-1903.	Grant in Relief of Fees.	Grant in Aid of Voluntary Schools and General Aid Grant.	Endowment.	Voluntary Contributions.	School Board Rates.	School Fees.	Books, &c., Sold to Children.	From County Council or other Local Authority for Technical Education.	From the Burgh or County Committee for Secondary Education.	Other Sources.	Total.
		£	£	£	£	£	£	£	£	£	£	£	£
74	10,107	22,255	4,154	1,033	1,729	294	31,365	4,266	947	1,943	15,708	598	84,292

Average Attendance.			Average Attendance.				EXPENDITURE.			
1st Year's Course.	2nd Year's Course.	Beyond 2nd Year.	Science Courses.	Commercial Courses.	Uniform Course for Intermediate Certificate.	Special Courses.	Salaries.	Books and Apparatus.	Miscellaneous.	Total.
							£	£	£	£
6,650	2,137	1,320	1,341	2,857	4,651	1,258	68,706	5,228	11,284	85,218

ANNUAL GRANTS.

Amounts Claimed.							Deductions from Claims.		Total Amount of Grants.
Art. 142 (*a*) (1st Year).	Art. 142 (*b*) (2nd Year).	Art. 142 (*c*) (Beyond 2nd Year).	Art. 143. (Art. 21 (*b*) 1.)	Art. 143. (Art. 21 (*b*) 2.)	Art. 147.	Total.	Under Article 32 (*a*).	Total.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
15,089 2 1	7,072 10 9	5,577 6 0	3,123 11 4	1,179 9 2	258 12 10	32,300 12 2	40 9 4	40 9 4	32,260 2 10

STATISTICS OF ANNUAL GRANT SCHOOLS—*continued.*

TABLE 25.—TEN YEARS' SUMMARY.

PUBLIC SCHOOLS.

Year.	Total No. of Schools.	Average No. of Scholars in Attendance.	Rate of Income per Scholar in Average Attendance.*	Rate of Income per Scholar from Local Sources.*	Rate of Expenditure per Scholar in Average Attendance.*
			£ s. d.	£ s. d.	£ s. d.
1895	2,712	506,491	2 9 4	0 17 8¾	2 9 2¾
1896	2,730	519,980	2 10 5¾	0 18 7	2 10 3¾
1897	2,738	529,919	2 11 5½	0 19 2½	2 11 4½
1898	2,737	535,636	2 12 3½	0 19 8¼	2 12 2¼
1899	2,743	540,433	2 13 8½	1 0 7¾	2 13 7¾
1900	2,774	547,249	2 15 0¼	1 2 2½	2 14 11¼
1901	2,788	555,302	2 17 4½	1 3 11½	2 17 4
1902	2,786	562,863	2 18 11½	1 5 2¾	2 18 11
1903	2,793	582,503	2 18 8¼	1 5 1¾	2 18 8
1904	2,834	592,640	3 0 2¾	1 4 6¾	3 0 2¼
SCHOOLS CONNECTED WITH CHURCH OF SCOTLAND.					
			£ s. d.	£ s. d.	£ s. d.
1895	39	5,437	2 5 9	0 12 9¼	2 7 0
1896	37	5,137	2 6 3½	0 14 6½	2 7 11¼
1897	34	4,721	2 6 8	0 13 9½	2 5 3½
1898	33	4,730	2 8 9¾	0 14 11¼	2 7 4
1899	31	4,215	2 11 3	0 16 2¼	2 11 1¾
1900	27	4,104	2 14 4	0 18 0¼	2 11 5
1901	24	3,884	2 15 6¾	0 19 1½	2 15 5¾
1902	21	3,671	2 15 0¼	0 18 3¾	2 13 11¼
1903	20	3,630	2 13 11½	0 17 10¼	2 12 9¾
1904	18	3,324	2 18 3	0 19 5	2 15 4
UNITED FREE CHURCH SCHOOLS.					
			£ s. d.	£ s. d.	£ s. d.
1895	12	3,757	2 6 10½	0 14 8	2 7 3¼
1896	9	3,561	2 8 2	0 13 9¾	2 8 3½
1897	8	3,192	2 7 1¼	0 13 0¾	2 9 7½
1898	8	3,156	2 11 6¼	0 16 5	2 10 5¼
1899	7	2,533	2 10 5¾	0 15 6	2 10 6¼
1900	6	2,706	2 16 0	0 17 0½	2 17 3½
1901	4	1,814	3 0 0	0 17 3	3 1 3½
1902	4	1,814	2 19 10	1 2 4	3 2 3
1903	4	1,830	2 19 4¾	1 1 0	2 17 8¼
1904	6	1,796	3 8 3	1 7 4	3 5 3¾
EPISCOPAL SCHOOLS.					
			£ s. d.	£ s. d.	£ s. d.
1895	72	11,657	1 19 0½	0 11 1¾	1 18 0¼
1896	71	11,521	2 0 6½	0 11 3½	1 19 6
1897	71	11,535	1 19 10¾	0 11 0½	1 19 10¾
1898	71	11,355	2 2 10	0 12 2½	2 1 9½
1899	68	10,874	2 4 0½	0 11 2	2 3 5¼
1900	68	10,862	2 4 4¾	0 11 1½	2 3 10½
1901	67	10,691	2 5 6¾	0 12 3¼	2 6 10¼
1902	66	10,730	2 5 10¼	0 11 2½	2 6 6¾
1903	66	10,995	2 4 11¾	0 10 7½	2 5 2¼
1904	66	10,911	2 8 6¾	0 12 2½	2 6 9¼

* Calculated on complete annual returns only.

TABLE 25.—TEN YEARS' SUMMARY—*continued.*

ROMAN CATHOLIC SCHOOLS.

Year.	Total No. of Schools.	Average No. of Scholars in Attendance.	Rate of Income per Scholar in Average Attendance.*	Rate of Income per Scholar from Local Sources.*	Rate of Expenditure per Scholar in average Attendance.*
			£ s. d.	£ s. d.	£ s. d.
1895	181	48,052	2 1 1	0 12 1	2 1 0
1896	183	49,932	2 1 11¾	0 12 5¾	2 1 11¼
1897	184	51,374	2 2 4	0 13 1¼	2 2 5½
1898	187	53,422	2 2 11	0 12 4¾	2 3 1
1899	188	54,079	2 4 9¼	0 11 6¼	2 4 6½
1900	189	55,119	2 4 11½	0 12 1¾	2 5 6¼
1901	189	56,484	2 6 11	0 13 5¾	2 6 11¾
1902	190	58,705	2 6 6	0 12 8¼	2 7 0
1903	192	61,713	2 6 11	0 13 0¾	2 6 8½
1904	196	65,963	2 6 8¾	0 12 1¾	2 6 8¼

UNDENOMINATIONAL AND OTHER SCHOOLS.

			£ s. d.	£ s. d.	£ s. d.
1895	97	12,087	2 15 10	1 3 6	2 13 2¼
1896	90	11,387	2 17 4½	1 3 0¼	2 17 1¼
1897	84	10,464	2 19 9½	1 6 5	2 17 9½
1898	77	10,020	2 19 0½	1 4 3	2 16 5¼
1899	74	8,906	3 0 9	1 4 3½	2 19 0¾
1900	71	8,998	3 4 5¾	1 7 4¼	3 2 5
1901	69	8,199	3 3 1¾	1 10 11	3 4 7
1902	78	8,718	3 4 4¼	1 6 11¾	3 3 11½
1903	74	8,618	3 3 4¼	1 6 0½	3 2 4¾
1904	69	7,635	3 9 8¾	1 9 3	3 8 9½

SUMMARY UNDER YEARS.

			£ s. d.	£ s. d.	£ s. d.
1895	3,113	587,931	2 8 6¼	0 17 2	2 8 4½
1896	3,120	601,518	2 9 8	0 18 0	2 9 6¼
1897	3,119	611,205	2 10 6½	0 18 6¾	2 10 5¼
1898	3,113	618,319	2 11 5	0 18 11¾	2 11 3½
1899	3,111	621,040	2 12 9¾	0 19 8	2 12 8¼
1900	3,135	629,038	2 14 1	1 1 1½	2 13 11½
1901	3,141	636,374	2 16 3¼	1 2 10	2 16 3¾
1902	3,145	646,501	2 17 7¾	1 3 10	2 17 8
1903	3,149	669,289	2 17 5	1 3 9	2 17 4¼
1904	3,189	682,269	2 18 9¼	1 3 1½	2 18 8

* Calculated on complete annual returns only.

STATISTICS OF ANNUAL GRANT SCHOOLS—*continued.*

TABLE 26.—TABLE SHOWING PROGRESS MADE DURING YEARS 1895—1904 IN REGARD TO DAY SCHOOLS IN RECEIPT OF ANNUAL GRANTS.

	1895.	1896.	1897.	1898.	1899.	1900.	1901.	1902.	1903.	1904.
Estimated population	4,156,022	4,189,270	4,222,784	4,256,566	4,290,619	4,324,944	4,472,103	4,521,296	4,571,030	4,621,311
„ „ of school age (5–14)	867,062	873,998	880,990	888,038	895,142	902,303	866,908	876,444	886,085	895,832
Number of schools	3,113	3,120	3,119	3,113	3,111	3,135	3,141	3,145	3,149	3,189
Scholars for whom accommodation was provided	810,210	838,620	853,641	866,287	879,797	903,134	921,119	926,219	948,308	967,622
Scholars on the Registers at end of school year	708,551	719,934	724,268	733,301	741,737	756,558	767,421	768,598	785,473	793,492
Scholars in actual average attendance	587,931	601,518	611,205	618,319	621,040	629,038	636,374	646,501	669,289	682,269
Percentage to Scholars on Registers	*82·98*	*83·55*	*84·39*	*84·32*	*83·73*	*83·14*	*82·92*	*84·11*	*85·21*	*85·98*
Number of Certificated Teachers	8,907	9,565	9,893	9,975	10,376	10845	11,268	11,638	12,195	12,801
„ „ Assistant Teachers (Art. 79)	2,027	1,913	2,033	2,193	2,371	2,418	2,606	2,606	2,555	2,718
„ „ Pupil Teachers	4,089	4,230	4,170	3,978	4,111	3,926	4,035	3,789	4,165	4,182
„ „ Female Assistants (Art. 32 c) (3)	179	175	156	150	133	124	211	211	205	236
Average Salary of Certificated Teachers : Male	£ s. d. 139 16 5	£ s. d. 140 11 6	£ s. d. 141 16 4	£ s. d. 142 6 10	£ s. d. 143 7 9	£ s. d. 142 15 10	£ s. d. 146 0 11	£ s. d. 147 10 8	£ s. d. 148 2 1	£ s. d. 149 12 7
„ „ „ „ Female	66 19 7	67 9 1	68 11 7	69 8 1	69 19 7	70 6 1	72 6 3	73 9 8	74 7 10	75 17 5
*Cost of maintenance per scholar in average attendance	2 8 4½	2 9 6¼	2 10 5¼	2 11 3½	2 12 8¼	2 14 1	2 16 3¾	2 17 8	2 17 4½	2 18 8
*Income per scholar in average attendance derived from :—										
Public and Voluntary Schools — Annual Grant	1 1 4¼	1 1 7	1 1 7¾	1 1 11¼	1 2 1⅝	1 2 3½	1 2 8½	1 2 8½	1 2 11½	1 3 3⅝
Public and Voluntary Schools — Fee Grant	0 11 10½	0 11 11⅝	0 11 11½	0 12 0	0 11 11⅛	0 11 10	0 11 10	0 11 11	0 11 8⅝	0 11 11½
Public Schools only—Rates	0 12 9½	0 13 6	0 14 3¼	0 14 9¼	0 16 0½	0 17 5	0 19 3¾	1 0 2⅝	1 0 4⅝	0 19 11⅝
Voluntary Schools only — Voluntary Contributions	0 7 3½	0 7 6	0 8 0⅝	0 7 4	0 6 11½	0 7 4	0 8 8¾	0 8 5½	0 8 5	0 8 7⅝
Voluntary Schools only — Aid Grant	—	—	—	0 3 0	0 3 0	0 3 0	0 3 0	0 3 0	0 3 0	0 3 0

* Calculated on Complete Annual Returns only.

PART III. OF APPENDIX.

TRAINING OF TEACHERS.

EDUCATION (SCOTLAND).

TRAINING OF TEACHERS.

NOTE.

The system in operation for the training of Teachers in Scotland has recently undergone considerable modification.

The nature of the changes made may be gathered from a perusal of the Circular letters of the Department, copies of which are printed below (*see* pages 700 to 724).

As a result, the persons dealt with may be regarded as falling into three classes.

1. Those who have passed the preliminary examination of the Universities or hold Leaving Certificates exempting therefrom.

   These may be either :—

   (*a*) King's Students, who receive their further general education at the Universities, and their professional instruction in classes provided by the recognised King's Students' Committees,

   or,

   (*b*) University King's Scholars, who differ from the foregoing only in receiving their professional instruction at the Training Colleges. They are regarded for the purposes of grant as Training College Students.

2. Those who having passed the King's Scholarship Examination in the 1st or 2nd class, but not the Universities Preliminary Examination, are admitted to a Training College. These students receive the whole of their instruction (both professional and non-professional) in the Training Colleges.

3. Those who having passed the King's Scholarship Examination have failed to obtain admission to the Training Colleges, or have elected not to enter, and others qualified as Assistant Teachers under Article 79 of the Code.

   These are dependent for their professional instruction upon the schools in which they are employed and for their instruction in other subjects upon their own efforts or upon such provision as can be made for them in classes established under Article 91 (*d*) of the Code, particulars in regard to which will be found in the Circular letter of the Department No. 294 printed below (*see* page 725). They are examined for Teachers' Certificates at the Certificate Examination for Acting Teachers, the Syllabus of which will be found on page 793.

CIRCULAR TO TRAINING COLLEGES AND LOCAL COMMITTEES FOR THE TRAINING OF KING'S STUDENTS.

Circular **329.**

SCOTCH EDUCATION DEPARTMENT.

30th August, 1901.

SIR,

Following the precedent set in the case of Science and Drawing last year, my Lords have now resolved, as regards the other subjects also of examination for students in training, to depart from the practice of examining the students upon a uniform prescribed syllabus, and, subject to certain general conditions, to invite the authorities charged with the training of teachers (hereinafter called Managers) to submit for approval the courses of instruction which they deem best suited for different classes of students. To facilitate the formation of well-ordered and coherent courses of study covering the *whole* period of the students' training, they have resolved, as you will observe from the footnote to Article 47. I. of the Code, to discontinue the separate examination at the end of the first year of training.

I. In framing courses regard should be had to the following considerations:—

(*a*) The students dealt with fall into two main classes viz.: (1), those who being qualified in terms of Article 95 (*d*), or 96, are in attendance at University classes; and (2), those who are not. A separate course of instruction should be submitted for each of those classes of students.

(*b*) The subjects of instruction also fall into two main classes, viz.,: (1), those intended to secure a sufficiently high level of general culture on the part of the students themselves, and (2), what may be termed professional subjects. The provision to be made under both these heads for each of the foregoing classes of students should be distinctly shown.

(*c*) The work of the University students—and in a less degree the work of the non-University students —will naturally fall into two distinct periods in each year, viz., the winter session and the summer session, and a conspectus of the range of work for each session separately should be given.

II. Provision must be made for the due instruction of NON-UNIVERSITY STUDENTS in the following subjects :—

A.	B.	C.
1. Physical Exercises & Drill.	1. Voice production & Phonetics.	1. The principles of Education.
2. English.	2. Drawing.	2. School methods and practice in teaching.
3. History.	3. Singing.	
4. Arithmetic, Algebra and Geometry.	4. Needlework (for women).	
5. Science.		
6. Geography.		

(*a.*) The instruction in each of these subjects should follow the indication given under the several heads in the Appendix to this circular.

(*b.*) The subjects of Division B. must be taken by all students except such as may be exempted by special permission of the Inspector of Training Colleges.

(*c.*) Students who on entering or during their course show special proficiency in subjects B. 2, 3 and 4, may be allowed to give a reduced time to these subjects.

(*d.*) While the subjects of Division B. except as specified above, must form part of the regular course of instruction for all students towards obtaining a certificate, the certificate issued will not of itself confer a qualification to teach subjects B. 2, 3 and 4. Such qualification will be given to those students only who have reached a certain standard of attainment in the particular subject.

(*e.*) The foregoing subjects, except where otherwise specified, must be taken by all non-University students, and candidates who have successfully completed the course of study in these subjects, may be recognised as "certificated teachers" in terms of Article 52 of the Code.

III. UNIVERSITY STUDENTS.—(*a.*) The classes to be taken by students at the University should be arranged for each College in one or more groups, one or other of which shall be taken by each student in a prescribed order of classes. The classes composing each group should be determined by considerations of the value of each towards the training of a teacher, and not by the convenience of students in working towards a degree. A three years' course should be shown for each group irrespective of whether the students as a whole will proceed to a third year of study.

(*b.*) When the classes of English Literature or Natural Philosophy form part of any group they must not be taken earlier than the second year of study, and must be preceded by the first year's courses in English and Science respectively arranged for non-University students.

(*c.*) University students, in order to be recognised as "certificated teachers" must, in addition to the University classes prescribed in the scheme submitted by managers and approved by the Department, take also the subjects of II. C. They may be exempted from the subjects of II. A. (except the subjects of English and Science in which a full two years' course must be taken, of which one year may be at the University classes of English Literature or Natural Philosophy), and from such of the subjects of II. B. as the Department, on the proposal of managers, may determine. The certificate issued in such cases will not carry a qualification to teach the subjects of II. B. in respect of which exemption is granted.

IV. The award of marks for the various subjects, following the practice adopted in former years in the case of University students, and extended in the past session to the subjects of science and drawing, will be made on the report of the various Professors or Lecturers, and in the case of training colleges of the Principal of the college, but subject to such investigation and further examination as the Inspector of Training Colleges shall see fit to make either personally or through any officer of the Department. The report of the various Professors and Lecturers shall take account not merely of the results of class examinations held by them, but also of the class exercises of the student, whether written or practical, and of his appearances in oral examinations of the class. The materials upon which the report is based, so far as these are available, shall be submitted for the consideration of the Chief Inspector of Training Colleges or his deputies, at such times and places as he may determine. The Department reserves to itself the right in all cases to hold such supplementary or control examinations as may be deemed necessary.

V. Recognition as "Certificated Teacher" (Article 52 of the Code), granted upon the successful completion of courses of study as aforesaid, tested in the manner laid down in paragraph IV., shall not carry a qualification to teach a modern language, but an endorsement of such qualification may be made in respect of any language for which a student holds a Higher Grade or

Honours Leaving Certificate or in which he has passed an examination accepted by the Department as equivalent, provided that he has been duly instructed in the method of teaching the subject and has satisfied such tests as to knowledge of the spoken language, as the Department may from time to time impose.*

VI. Similarly, recognition as a "Certificated Teacher" shall not carry a qualification as teacher in a specially recognised Infant Department (Article 19 B. 5 of the Code), but an endorsement of such qualification may be given in the case of students who successfully complete a special course of instruction in infant school methods. Such courses must provide sufficient practice for the students in Elementary Handwork, and in the other special occupations of an Infant School.†

VII. Managers may provide in their own or other institutions supplementary courses for the training of any or all of their students in:—

(*a.*) Household Management (including cookery and Laundry work).

(*b.*) Woodwork or other manual occupations.

(*c.*) Agriculture or Horticulture.

(*d.*) Any other well-defined course of study calculated to enhance the efficiency of teachers for special classes of Elementary Schools.

The details of such courses must be submitted to the Department for approval and a corresponding endorsement will be made on the certificates of students who successfully complete an approved course.

VIII. Managers should submit in the first place, and at as early a date as possible, a general plan of study showing the distribution of the foregoing subjects over the whole period of the students' training. Except where otherwise stated, Managers are free to make their own proposals as to the relative time to be allotted to the various branches of study and the duration of each course. When this general plan has been approved time tables and syllabuses of work in conformity therewith should be submitted at the beginning of each session.

IX. My Lords will be prepared to consider, if necessary, proposals for the modification of the foregoing regulations in respect of the present second year students.

I have, &c.,

H. CRAIK.

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* For details as to the examination of Candidates for recognition as qualified teachers of modern languages, see the Memorandum of 8th February, 1904, printed below (page 718.)

† For further particulars as to the conditions on which recognition as qualified teachers of infants can be granted, see letter of 24th August, 1904, printed below (page 706.)

APPENDIX.

The nature and scope of the instruction in the subjects of paragraph II. of the foregoing circular, should where specified in the following syllabus follow the indications given under the several heads.

A.

1. Physical exercises and drill; explanation of the *rationale* of the exercises, and a course of instruction in the laws of health.
2. English. (Instruction in this subject in one or other of its branches must extend over the whole period of training.)
   - (*a.*) Instruction in the principles and practice of English Composition.
   - (*b.*) The study in class and in detail of the style, subject matter, and literary and historical associations of selected works of English Literature. The works selected should comprise examples both of poetry and prose, and should be typical of different periods of Literature.
   - (*c.*) The home reading by the students of a wider range of selected books with a view to obtaining an acquaintance with the subject matter, and the writing of themes or compositions thereupon. The books selected for this purpose should comprise at least one standard work on History.
   - (*d.*) An elementary study of Latin with a view to the better comprehension of English. This should comprise a study of the common Latin word-forms and constructions, especially in their bearing upon the structure of English. It should be carried to such a point as to enable the students to make out the meaning of easy passages from a Latin delectus.
3. History. Examinations on the contents of the work of History read under 2 (*c.*); comparison with other accounts of the same events; a course of lectures on present day institutions of Government and their historical origins.
4. Principles of Arithmetic, Algebra and Geometry.

This should include a thorough explanation of arithmetical conceptions—in particular of the functions of vulgar and decimal fractions—and their generalisation in algebraical form.

Geometry, in the case of women students, may be restricted to geometrical drawing and the theory of the geometrical constructions and conceptions which naturally emerge in the Science course.

5. Science.

(*a.*) A course of experimental work in Elementary Physics and Chemistry extending over the winter session of both years.

(*b.*) A similar course of first-hand investigation by the student relating to one or more branches of Natural Science to be conducted in the summer terms. (Courses of the kind conducted by several of the colleges last session will satisfy these requirements.)

The primary object of the course is a disciplinary one, viz., the training of the students in the methods of scientific investigation. It should have the result of accustoming the student to represent and describe phenomena as he actually sees them, and to form his own theories and apply his own tests with such guidance and explanation as the instructor in charge of the course may find it expedient to give. The accumulation of knowledge is a matter of secondary importance.

6. Geography.

A course of lectures on the study of geography. Practical exercises in the construction and use of maps, including sketch maps from rough surveys of the physical features of neighbouring localities.

B.

1. A course of instruction in Reading and Speaking. Voice production; the discrimination of English sounds and their representation in phonetic and common alphabets.
2. Drawing. A course embracing the sub-divisions of Schedule IV. of the Code and such more advanced work as the students may be capable of.
3. Singing and knowledge of musical notation.
4. Needlework (for women).

C.

1. The principles of education, including such preliminary study of psychology, logic and ethics, as may be necessary.
2. School methods and correlated practice in teaching.

The best methods of conducting a class in the following subjects in different divisions of the school.

(*a.*) Reading.
(*b.*) Spelling.
(*c.*) English (the understanding, speaking, and writing of).
(*d.*) History.
(*e.*) Arithmetic.
(*f.*) Nature study.
(*g.*) Geography.
(*h.*) Writing.
(*i.*) Drawing.
(*j.*) A language (optional).

Practice should also be given in conducting a class in physical Exercises and Drill.

This course should combine the theory and practice of teaching the subjects named. It should comprise the discussion of the objects to be aimed at in the teaching of each subject, the criteria of good results, the proper gradation of the subject to suit different classes, methods of correlating different subjects so as to secure unity of result, the difficulties encountered by children in the study of each subject, and the best methods of meeting them. All these points should be exemplified from the classes of the practising school, and practice in teaching *each* subject should be combined with or follow immediately upon the discussion of that subject.

TEACHERS OF INFANTS.

Copy of Letter addressed to Training Colleges and Local Committees for King's Students.

SCOTCH EDUCATION DEPARTMENT.

24th August, 1904.

SIR,

Adverting to paragraph VI. of Their Lordships' Circular Letter (No. 329) of the 30th August, 1901, I am directed to state that my Lords propose to regard instruction in Infant School Methods and Kindergarten occupations as part of the general training of Female students in "School Methods and Practice in Teaching." They will be prepared to accept as conditionally eligible for recognition by the Department as qualified teachers of Infants, any students whose course in the Theory and Practice of Teaching has included instruction in Infant School Methods and Kindergarten occupations, and who, having acquitted themselves with credit in that part of the course, and given evidence in the Practising School of their capacity as teachers of Infants, are specially recommended to the Department by the authorities of the Training College or Local Committee for this purpose. In order to make good their claim to be recognised as qualified teachers of Infants, it is proposed that such students should complete their period of probation (Article 51) in Schools for Infants, or subsequently serve for not less than twelve months in such schools, and obtain from H.M. Inspector a recommendation based on the result of their work as Infant School Teachers.

* * * * * * * * *

I have, &c.,

(Signed) H. CRAIK.

INSPECTION OF NON-UNIVERSITY CLASSES.

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* Circular **352.**

SCOTCH EDUCATION DEPARTMENT.

8th March, 1902.

SIR,

1. Adverting to previous correspondence on the subject, I am now directed to make further explanation of the procedure which Their Lordships propose to adopt for the purpose of satisfying themselves as to the attainments and progress of King's Scholars and King's Students in the subjects of study prescribed by Circular 329.

2. It is presumed that instruction is being given in accordance with the syllabuses for each subject already submitted and approved for the present year, and that a record of the performance of the students in each class is being kept by the Lecturer or Teacher of the class in accordance with instructions already given.

3. Copies of a Form are now enclosed on which it is desired that a summary of that record, for the present winter session of each class, should be entered in the manner shown. The Forms when completed (one copy for each class) should be returned to the Department as soon as possible after the close of the session. A duplicate copy should be filled up and retained at the Training College.

4. It will be observed that the Form makes provision for entering the results of any class examinations held, and also the marks awarded for class exercises of various kinds. It is also proposed that a summary mark shall be given for each student for each subject. This mark will be mainly based upon a consideration of the preceding marks, but the relative importance to be attached to each factor of the award will be matter, in the first place, for the discretion of the teacher. It is further desired that the students (for each subject) shall be arranged in order of merit according to the summary mark, though it is not necessary that fine discriminations should be made, and students of approximately equal merit may be bracketed together. The careful observance of this direction is of high importance for the purpose of the investigation which Their Lordships propose to make through their officers as to the standard of marking.

5. It will also be observed that the Forms are more especially suited for recording the attainments of students in subjects which admit of being tested largely by written examinations: for other subjects Forms devised by the teacher to bring out the various elements on which his judgment, as expressed in the

* NOTE.—The arrangements referred to in this Circular have to some extent been modified by Circular 362 and the Memorandum of 1st March, 1905, printed below (pages 711 and 712).

summary mark, is based, may be substituted. These, however should follow as far as possible the Forms already given, and should be submitted for approval before the necessary entries are made.

6. When the same subject is continued over more than one session, whether consecutive or not, the summary mark for the preceding session will be carried over to the Form for the current session, and will be one element in determining the summary mark for that session. In the end a judgment will thus be arrived at as to the merit of the work of a student in a particular subject throughout his whole course of training, and these final marks will be those which will receive special consideration in deciding as to the award of a Teacher's Certificate in terms of the Code.

7. An investigation will be made by officers of the Department, and other persons specially nominated for the purpose, as to the scope, method, and merits of the teaching of each particular subject, and also as to the manner in which the marks entered on the Record Sheets are arrived at. These persons will act in conjunction with, or under the direction of the Inspector of Training Colleges. While Their Lordships are alive to the importance of the work of the Training Colleges being as free as possible from interruptions, and while they will endeavour to secure that the visits of Inspectors shall not be unnecessarily frequent, and that they shall as a rule be intimated, they cannot give any undertaking as to their action in these respects.

8. It will be inconvenient from several points of view that there should be an accumulation of visits of inquiry toward the end of the summer term, and on consideration, My Lords do not think that this will be necessary for the purpose of their inquiry. The record of marks forwarded at the end of each term will be transmitted to the visiting Inspector, together with a copy of the syllabus of instruction, and he will thereupon arrange for a visit to the College in the next or a subsequent term. It will not, of course, be necessary that he should visit the College in each term, provided that he has opportunity of inquiring, if necessary, into the whole record of a student, up to the time of his visit. His investigations at his visit will be directed to ascertaining the mode in which the award of marks for preceding terms has been arrived at, whether the tests applied are adequate, and whether they are sufficiently representative of the scope of instruction outlined in the approved syllabus. For this purpose it will be necessary that he should have free access to the mark book of the Lecturer or Teacher, the examination papers of the students, and also their exercise books, and should be afforded such explanations as to these that he may deem necessary. He may also require any papers to be sent to his address for more leisurely investigation. As the same Inspector will, as a rule, visit all the Training Colleges,

an opinion as to the relative standard of marking will be arrived at, and, if necessary, an adjustment of marks made accordingly; but as an absolutely uniform standard is not essential to Their Lordships' plan, this procedure will be called for only in cases of marked divergency.

9. The inquiry of the visiting Inspector will have reference to the work of first as well as of second (or third) year students, but will, as a rule, be restricted to work done in the term preceding his visit. It may, however, be repeated in succeeding terms as often as may be necessary. It will not be necessary that he should test the award of marks in the case of each student, but only of a sufficiently representative proportion taken from different parts of the list. He will, however, in all cases make special inquiry as to the attainments of those students who have been awarded a low mark in the subject which he is investigating, and will report to Their Lordships whether or not the work of these students, or of any of them, may be accepted as satisfactory. Where the work of a student in any important subject is reported to be unsatisfactory, he will be specially warned, and inquiry will be made as to his further progress in succeeding terms with a view to determining whether he should be suspended from recognition as a King's Scholar or Student.

10. The authorities of the Training College or Committee will be expected to report to Their Lordships at the end of any term, and particularly at the end of any year of study any student whose conduct is unsatisfactory, or who has failed to show due diligence in his studies, and My Lords will thereupon direct a special investigation to be made into his case, and take such further action as may be called for.

11. A review of the final marks in all subjects awarded to outgoing students in each year will be made under the direction of the Inspector of Training Colleges, and the award of Certificates made in accordance therewith. For the purpose of this review the Inspector of Training Colleges may make such further investigation as to the attainments of a student in any particular subject, and may apply such tests as he may deem necessary.

12. The award of Certificates (subject to the prescribed period of probation) to the outgoing students of the present year will be made on the basis of the marks given for the work of the present year, though their position in the class list for the previous year may also, to some extent, be taken into consideration.

13. In addition to inquiring into and reporting as to the award of marks, it will also be the duty of the visiting Inspector for each subject to inform himself at his visits to the College as to the whole scope of the instruction in that subject, both for first and second year students, and to make a report to Their Lordships accordingly at the end of the session. He will have regard both to the syllabus of instruction, and to the particular

methods adopted in carrying it out, and his observations on these points will be considered by Their Lordships in dealing with the syllabus proposed for next session. It should be understood that Their Lordships' approval of the syllabuses already submitted is provisional only, and they have to request that fresh proposals for the ensuing session be submitted *before the end of the summer term of the present year.* The syllabuses for each subject should be carefully drawn out in considerable detail, and should embody the result of the experience gained during the present year. They will be carefully considered in the light of the reports which Their Lordships have received from the visiting Inspectors, and it is hoped that in this way an adjustment may be arrived at which will form a fairly permanent basis of work for succeeding years.

14. The authorities of the various Colleges may, no doubt, find it useful to confer as to the general lines of work to be undertaken, but My Lords think it essential that the syllabus of work for any particular subject in a particular College should be drawn up in the first place by the person who is to be entrusted with the teaching of that subject in that College. It is not their intention that the syllabus hitherto prescribed for all the Colleges in common should be replaced by an equally general one imposed by a joint Committee of the Training Colleges, though they will be glad to receive and consider criticisms by the Committees of the Training Colleges and the King's Students Committees, of particular syllabuses transmitted by them.

15. It will be evident that the arrangements described above place a very grave responsibility upon the teaching staff of the Colleges, and upon the Committees, as regards the selection of that staff, and they think it necessary to require that in future all prospective appointments shall be intimated to them beforehand, so that they may have an opportunity of satisfying themselves as to the qualifications of the persons to be appointed.

16. It should be further understood that under the arrangements outlined a special responsibility will attach to the Principals of Training Colleges for the adequate discharge by the subordinate members of their staffs of the duties entrusted to them, and in particular for the careful and painstaking assessment by them of the relative merits of the work of the students in their classes. It will be necessary also that in the arrangements for the training of King's Students, as distinct from King's Scholars, some one shall be appointed who, whether under that designation or not, shall discharge the duties of Principal, and be responsible for the general conduct of the students, for the proper balance of their work, and for the care with which the work of the students is appraised by the various teachers.

17. The foregoing procedure for the award of marks applies only to non-University classes, whether attended by University or non-University students. The award of marks for work done in University classes will for the present be made in the same manner as heretofore.

I have, &c.,

H. CRAIK.

RECORDS OF STUDENTS' WORK.

Circular **362.**

SCOTCH EDUCATION DEPARTMENT,

23rd September, 1902.

SIR,

1. I am directed to state that My Lords propose to modify the present arrangements for recording the results of the work of students in training as follows:—

2. They will not in future require Form 4 T. to be filled up for students of all years, at the close of each term, but a careful record of the work and progress of each student, in each subject of the curriculum, must be kept by the teacher of that subject in such a form as may seem most convenient for supplying the information required by the Department.

3. This record must show for each term—(*a*) the total number of hours of instruction in the subject received by each student (*b*) the results of the Class Examinations held; and (*c*) such further details as may seem desirable with a view to the assessment, at the close of the term, of a "Final Mark" representing the teacher's estimate of each student's attainments in the subject at that time. The order of merit as determined by the "Final Marks" should also be indicated at the end of each term.

4. It will rest with the Principal to see that the Record Books for the various subjects are being properly kept. They must at all times be available for the information of the Inspectors of this Department, who at the time of their visits will test the award of the marks recorded therein, in the manner described in paragraph 8 of Circular 352.

5. At the close of each Summer Session My Lords will call for a statement in regard to the work of the outgoing students of the second year, in each subject of the curriculum, particulars for which will be drawn from the Record Books above referred to.

6. These statements or schedules will correspond generally to Form 4 T. showing, for the subject in question, the total number of hours of instruction received by the students during the whole course of their training, the teacher's final estimate of their relative attainments, and the details—which will vary according to the nature of the subject—on which that estimate is based.

7. Such statements will be required in respect of each of the twelve subjects mentioned in paragraph II. of Circular 329. Where for purposes of instruction any one of these subjects has been sub-divided—as, for example, in the case of the various branches of English, Mathematics, or Drawing,—each student's records in these sub-divisions must be collated, so as to arrive at a general mark for the whole subject, and in such cases the marks for the subsidiary subjects might be entered as part of the details on which the "Final Mark" is founded.

8. Both in the Record Books and the statements to be forwarded to this Department, it will be convenient that the entries should be expressed numerically in relation to a maximum of 100.

I have, &c.,

H. CRAIK.

MEMORANDUM of 1st March, 1905, as to recording the results of Students' work.

(To accompany New Form **4.T.**)

1. Their Lordships have had under consideration the present arrangements for recording the results of the work of students in training. The effect of the various modifications introduced within the past few years has been markedly beneficial. Increased freedom has roused fresh interest on the part of the teachers, while the students on their side have been stimulated by the knowledge that the final verdict upon their work depends on the ability and diligence shown in their ordinary studies. It appears to Their Lordships that the time has now come when a further advance in the direction of simplification and unification may safely be undertaken.

2. It will continue to be of the first importance that all teachers should keep a careful record of the work and progress of each student, and that these records should be at all times available for the information of the Inspectors of the Department. But it will no longer be necessary that complete details regarding each out-going student should be furnished directly to the Department by the authorities of the Training College or Local Committee. Form 4. T. as revised, makes provision simply for arranging the students in order of merit, and for placing opposite the name of each a "final mark" which shall express numerically, in relation to a maximum of 100, the teacher's opinion of the student's attainments.

3. It must, however, be clearly understood that the value of these percentages is relative only. Their purpose is merely to secure an accurate interpretation of the order of merit within each subject, and they will have no direct relation to the classification of students which may ultimately receive the approval of the Department. In regard to the general form of that classification

no change will be made. Students whose work is satisfactory will still be divided into four groups, denoted by the letters "E," "E.G.," "G," and "F" respectively. But it is essential that some agreement should be arrived at as to what those letters are to mean. The statistics of the past three years show that at present there exists—not as between different Colleges or different years, but as between different branches of study—an amount of variation that must deprive the system of much of its value. To take an extreme instance it may be mentioned that in some subjects the total percentage of students gaining the mark "E" has risen as high as 65, while in others it has fallen as low as 3. Anomalies of this kind are unavoidable so long as the limits of the classes have to be determined strictly by percentages that are invariable over all subjects. There is but one remedy—to get rid of numerical associations altogether.

4. In future, therefore, the mark "E" is to be reserved for the exceptional student, and the mark "E.G." for the average student who has worked exceptionally well, while "G" is to indicate an ordinarily creditable performance and "F" a performance which is no more than satisfactory. It will be readily admitted that, as regard the numbers yearly gaining admission, in the various subjects, to any given class, attainment of absolute uniformity is neither possible nor desirable. But, after every allowance has been made for the operation of natural causes and for some variation of standard as between different subjects, there must remain certain fairly definite limits, which ought not to be exceeded except in very special circumstances. Until the system has reached its full development and until all the parties concerned have become familiar with its working, the initiative as to the actual division into classes must rest with the Inspectors of the Department, whose judgment will be based on the order of merit as set down in Form 4.T., coupled with such opinions as they may have formed on the occasions of their visits to the Colleges. Should the authorities of the Training College or Local Committee desire to have the proposals of the Inspectors as to classification reconsidered before they are finally confirmed, it will be open to them to lay their views before the Inspector of Training Colleges.

RESULTS OF TRAINING.

Form No. **26 T.**

SCOTCH EDUCATION DEPARTMENT,

October, 1904.

SIR,

I am directed to forward for the information of the authorities of your College (or Committee) the enclosed Statement showing, under each subject of the curriculum, the result, as tested by the

enquiries conducted under the authority of this Department, of the work of those Students of the second and third years who have now completed their course of training, and the recognition which, having regard to such results, My Lords are prepared to grant to such Students as Certificated Teachers (Articles 43 and 52 of the Code), and under the special provisions of their Circular letter (No. 329) dated 30th August, 1901.

At the end of the list will be found particulars in regard to the Students (if any) who have received a single year's training in terms of Article 95 (*b*) of the Code.

I am to request that the Students concerned may be duly informed of these results, and that you will be good enough to forward to each Student who is recognised as a Certificated Teacher a copy of the enclosed Memorandum relating to Superannuation.

Those recognised as Certificated Teachers will be regarded as such as from 1st August, 1904. Their Certificates will be issued on the fulfilment of the conditions as to probation laid down in Article 51.

Students who, on the recommendation of the authorities of the Training College or Local Committee, have been accepted as conditionally eligible for recognition as specially qualified teachers of infants, must, in order to obtain such recognition, complete their period of probation (Article 51) in Schools for Infants, or subsequently serve for not less than 12 months in such Schools, and obtain from H.M. Inspector a recommendation based on the result of their work as Infant School Teachers during that period.

The result of the work of any Students who are proceeding to a third year of training in terms of Article 83 (*c*), will be considered by the Department after their full period of training has been completed.

Should the authorities of your College (or Committee) propose to issue to outgoing Students any formal Statement or Certificate as to the result of their course of training, the form proposed to be followed should first be submitted for the approval of this Department, and thereafter the Certificates should be prepared and transmitted to the Department to be stamped. A specimen Certificate in a form that has been found suitable for the purpose is appended for your information.

There is enclosed, for the information of the Principal, a statement showing the result of the Examination of first year Students (if any) who have attended University Classes during the past year. A list is also enclosed of those Students who satisfied either the written or the oral test in Modern Languages but have not fully complied with the conditions for recognition as qualified Teachers of Modern Languages.

I have, etc.,

H. CRAIK.

APPENDIX.

SPECIMEN CERTIFICATE.

NOTE.—This Certificate is only intended to indicate the *general* form that might be followed. The authorities of each College or Committee will consider how far it is suitable for their purpose.

_____ TRAINING COLLEGE.

STATEMENT showing under each subject of the Curriculum the final result of the work of _____ who completed _____ years of training in the above-named College at Midsummer, 190 , and the recognition granted to such Student as a Certificated Teacher by the Scotch Education Department.

NOTE.—In the Entries below—E = Excellent; E G = Very Good; G = Good; F = Fair; O = Unsatisfactory; X = Recognised.

SUBJECT.	Taken at University.	Taken at Training College.
GROUP A.		
1. Physical Drill		
2. English		
3. History		
4. Mathematics		
5. Science: Physical		
„ Natural		
6. Geography		
GROUP B.		
1. Phonetics		
2. Drawing		
3. Singing		
4. Needlework		
GROUP C.		
1. Principles of Education		
2. School Method and Practice in Teaching		
OTHER SUBJECTS.		
French (Class work)		
German („ „)		

SUBJECT.	Taken at University.	Taken at Training College.
OTHER SUBJECTS—*cont.*		
Latin		
Manual Work		
Household Management		
Laws of Health		

RECOGNISED BY THE DEPARTMENT AS :—	
Certificated Teacher	
Qualified to teach :—	
Drawing	
Singing	
Needlework	
Conditionally eligible for recognition as a specially qualified Teacher of Infants	
Qualified to give instruction in :—	
French	
German	
Household Management	
Manual Work	

Principal.

CONDITIONS AS TO 3RD YEAR STUDENTS TRAINED ABROAD.

Copy of Letter addressed to Training Colleges and Local Committees for King's Students.

SCOTCH EDUCATION DEPARTMENT.

26th August, 1903.

SIR,

With reference to the last sentence of Article 83 (c) of the Code, I am directed to state for the information of the authorities of your College (or Committee) the general conditions My Lords will require to be fulfilled, and the procedure that should be followed, in cases where it is proposed that the 3rd year of training allowed under that Article should be taken under approved supervision abroad.

1. The authorities of the Training College or Local Committee in making application for the consent of the Department must state what evidence can be furnished as to the student's knowledge of the language of the country in which he is to reside, and if necessary the Department will make further enquiry on this point through Their Inspector or other person acting on Their behalf. *Some* ability to understand the spoken language will be regarded as indispensable.

2. When an applicant is approved as suitable, the authorities of the Training College or Local Committee must lay down a course of study for the student, to be approved by the Department, for the due completion of which they will make themselves responsible.

3. On the completion of the course, and before payment of the Grant on account of such student is made, a Certificate will be required from the authorities of the Training College or Local Committee, that they are satisfied that the approved programme of study has been carried out, and that the student has made satisfactory progress. They must take their own measures for obtaining the information necessary for enabling them to give this Certificate.

4. This Certificate must be accompanied by a diary or other record of the student's attendances at lectures, the student's note books and exercises, and a thesis written in the language of the Country on some topic suggested by the course of study.

5. These various documents will be submitted for examination to the Inspector of the Department who will make such further enquiry as he may think necessary.

6. If the Inspector reports that he is satisfied, an entry will be made on the Teacher's Certificate (when issued) recording the completion of an approved course of study abroad.

I have, &c.,

H. CRAIK.

MUSIC.

Circular **370.**

SCOTCH EDUCATION DEPARTMENT,

2nd January, 1903.

SIR,

My Lords have had under consideration the present system of musical training for students in the Training Colleges and King's Students, and the following points would seem to deserve the attention of the Lecturers on Music:

It is very desirable that students should understand that the primary object of their training is not the passing of an examination, nor even the attainment of individual proficiency in the art of music, but the qualifying of themselves as capable teachers of music in elementary schools.

Therefore it is of the first importance that all students should make themselves familiar with the musical work of the Practising Schools, and especially with the teaching of sight-reading to the younger children.

It is on the power of sight-reading that the musical development of scholars in the elementary schools chiefly depends, and the practice of teaching by ear, except in the case of very young children, should always be discouraged.

Opportunity for what are generally known as criticism lessons should also be given.

Students should be impressed with the idea of making the national songs of England and Wales, Scotland, and Ireland familiar to the rising generation, so that, as far as possible, the schools may set a wholesome standard in musical taste. The singing of national songs by the students in unison, as a social recreation, affords an easy and agreeable means of acquiring a sound knowledge of these songs, while musical progress is encouraged by linking it with the pleasant associations of student days.

Both notations should be made familiar to the students, and they should be encouraged to demonstrate clearly on a blackboard.

Looking to the desirability of training them to appreciate what is of high quality in music, it is suggested, that, in the practical course of the first year, there should be included at least 12 standard songs to be sung in unison. When more convenient, a duet, proper regard being had to the quality of the composition, may be substituted for a song.

In colleges where both men and women take part in the Choral Music, the music need not take this form; but Choruses selected from Works of high standing may be chosen. The Inspector will be glad to hear the performances of the first-year students at his Annual Visit. The Choral Music for the second year will be as heretofore; but it is earnestly hoped that in all cases great care may be taken to secure a high type in the music prepared.

I have, &c.,

H. CRAIK.

EXAMINATION OF CANDIDATES FOR RECOGNITION AS QUALIFIED TEACHERS OF MODERN LANGUAGES.

MEMORANDUM OF 8TH FEBRUARY, 1904.

1. The Department is prepared to consider applications for the recognition as qualified Teachers of Modern Languages of (1) Students in Training Colleges and King's Students, and (2) Certificated Teachers and Assistant Teachers (Article 79) who fulfil the following conditions:—

2. Candidates for recognition must have attended an approved course of instruction in the Language professed, either at Training College or University Classes under the conditions laid down in the Department's Circular Letter, No. 329, or at courses conducted under Article 91 (*d*) of the Code (or Classes recognised as equivalent thereto) extending to not less than 60 hours. A record of their work at such courses must also have been duly furnished to the Department in the prescribed form.

3. The examination consists of two parts—the Written Examination and the Oral Examination. *All* candidates for recognition must pass both the written and the oral tests.

4. Application for the examination of candidates should be made by the authorities of the Training College or Local Committee, or the Managers of the Course under Article 91 (*d*) attended by the candidates, and must reach the Department *before the 25th March.*

5. Candidates may be presented for examination in either French or German.

6. For the *Written Examination* the papers set will be in the main the same as for the Higher Grade Examination for Leaving Certificates, but the standard required for a pass will be considerably higher, and it must be understood that, although for convenience the same papers may be used, the Examination does not in any way form part of that for Leaving Certificates.

7. The *Oral Examination* will be conducted, during the course of the Summer Session, at the various Training Colleges and Centres for King's Students, and such other suitable centres as may be found necessary, by Examiners appointed by the Department.

A high standard will be exacted as regards accuracy of pronunciation and fluency of utterance, as well as capability of understanding ordinary conversational sentences or simple narrative.

The general character of the oral test may be indicated as follows:—

(1.) The candidate will be required to read aloud one or more passages of prose or verse to test, (a) correct vowel enunciation, (b) accentuation, (c) fluency, and (d) grouping of words in the natural manner of the language, so as to bring out the sense.

(2.) The Examiner will read passages of prose or verse, at varying rates of utterance up to but not exceeding moderate natural fluency, in order to test how far the Candidate apprehends the gist of what has been read.

(3.) The Examiner will test the Candidate by conversation on some simple topic.

(4.) An exercise in dictation may be set.

Each candidate will be required to present a choice of pieces of prose and verse, the pronunciation of which he has carefully studied and which he will be expected to recite fluently and accurately, and in such a way as to make the meaning clear, a thorough understanding of the meaning of each piece and its construction being, of course, expected.

8. The result of both the oral and the written examination will be taken into consideration in determining whether or not recognition as a qualified teacher can be granted, but deficiency in either may to some extent be compensated for by conspicuous merit in the other. The mark assigned to candidates for their class-work at the approved course of instruction will also be considered.

9. Candidates who pass the written examination but fail in the oral test will not be required to take the written examination again, and *vice versa.*

Note.—Looking to the prime importance of an accurate knowledge of the spoken language on the part of a teacher of a Modern Language, the Department feels that it may ere long be possible, as it certainly would be desirable, to require the oral test to be passed before the written examination. As a step towards this change, the rule excluding first year Students from the Oral Examination, and that requiring the written paper to be taken before or concurrently with the Oral Examination, will no longer be enforced in the case of King's Scholars and King's Students.

APPENDIX.

The following extracts relate to the method of instruction to be followed in the case of those students who enter a Training College with little or no previous knowledge of the language to be studied, and they are re-printed here because they may be found to be largly applicable to the case of teachers who are commencing the study of a modern language in classes conducted under Article 91 (d) of the Code.

Extracts from the Department's Circular Letter No. 371.

"My Lords think it highly desirable that those students also who enter upon their course of training with, it may be, little preliminary knowledge of a modern language, and who may not hope to obtain the special qualification referred to, should nevertheless be afforded an

opportunity, as part of the regular curriculum of study, of acquiring under the best tuition such a knowledge of the elements of that language as will be likely to make subsequent private study profitable. Much that is implied in the knowledge of a language, gradually increasing command of vocabulary, knowledge of sentence construction, appreciation of the masterpieces of literature, may result from the unaided efforts of the capable student. Even skill in composition may be acquired, to some extent, in circumstances which do not admit of direct personal tuition. But to many of those who will subsequently become teachers in various parts of the country, the Training College affords the one and only opportunity of accustoming the ear to the sounds of a foreign tongue and of acquiring the power of reproducing them with facility and approximate correctness. It is therefore clear what line the course of study during the period of training should take. What the student can do for himself should be done in his time for private study, with, of course, the necessary guidance and direction. The precious hours of classwork must be utilised, as far as possible, for the exercise of ear and tongue.

"In teaching pronunciation full use should be made of the knowledge acquired in the general course of phonetics at the College, and the student should be required to commit to memory pieces of prose and verse, the pronunciation of which has been studied in detail and thoroughly mastered. Alongside of these practical exercises, systematic study of the grammar of the language should be undertaken, but this study of the grammar should be illustrated, not by random examples, but by constant reference to the pieces which the student has already mastered. Thus, for example, the broad rules for the classification of substantives according to gender having been learned, the student should be exercised in referring each individual substantive in the pieces he has already learned to its proper heading in the grammar. Similarly, at a more advanced stage, the rules for the construction of the subjunctive mood having been studied in outline, all the instances of the subjunctive mood in the pieces with which the student is familiar should be carefully examined with reference to those rules. It is only by some such process that one can hope to avoid a defect of which examiners constantly complain, viz., that candidates who apparently know a grammar rule correctly are unable to apply it in practice.

"The number of pieces thus studied should be gradually and continuously added to, and these pieces should be ultimately known in their minutest detail of construction. Thus treated they will form a permanent body of reference for the guidance of the student in his further, and it may be, unaided studies. They will also provide abundant material for practice in composition, both oral and written.

"For the purpose of placing the Training College student in a position in which he may pursue profitably the study of the language for himself without extraneous aids, no other form of study than that already indicated is really essential. A comparatively few selected pieces must be thoroughly studied from the point of view of pronunciation and construction, committed to memory, and made the basis for abundant exercises in the manipulation of words and constructions with which the student is already thoroughly familiar. The knowledge acquired, if limited in scope, will be not only thorough but readily available in practice, and will form a sound basis for further study. But nothing less than complete mastery of what is learned, involving perfect recollection and instinctive correctness of phrase within the limits of the constructions known, will suffice.

"If time permits and greater variety of work is desired, two additional forms of exercise may be practised, both of which may be largely matter for private study. The one is the acquisition of a vocabulary descriptive of common things and common actions, combined with the study of a well-selected book of dialogues. The other is the free reading of attractive

subject matter without further reference to the dictionary and grammar than is necessary to make out the sense. Models of good translation into English should be given from time to time and discussed in class, and occasional exercises of this kind should be given out for home work, but as little as possible of the class time should be devoted to routine construing. For more advanced students—with whom, nevertheless, oral work should not be neglected—there is the systematic study of some work of literature and the practice of composition in its various forms.

* * * * *

"In the choice of a language to be studied, in those cases where a choice is possible, My Lords hope that every consideration will be given to the claims of German. At present it is found that the overwhelming majority of candidates take French, but it may be suspected that in many cases the choice is due rather to unreflecting custom than to any deliberate weighing of the respective advantages of the two languages."

EXAMINATION PAPERS IN MODERN LANGUAGES SET IN 1904.

FRENCH.

Friday, 24th June.—10 A.M. to 1 P.M.

I. Translate into French:—

Death of Goethe.

The following morning—it was the 22nd March 1832—he tried to walk a little up and down the room, but, after a turn, he found himself too feeble to continue. Re-seating himself in the easy-chair, he chatted cheerfully with Ottilie (his daughter-in-law) on the approaching spring, which would be sure to restore him. He had no idea of his end being so near. The name of Ottilie was frequently on his lips. She sat beside him, holding his hand in hers. It was now observed that his thoughts began to wander. "See," he exclaimed, "the lovely woman's head, with black curls!" Presently he saw a piece of paper on the floor, and asked them how they could leave Schiller's letters so carelessly lying about. Then he slept softly, and on awakening asked for the sketches he had just seen—the sketches of his dream. In silent anguish they awaited the close now so surely approaching. His speech was becoming less and less distinct. The last words audible were, *More light!*

At half-past twelve he composed himself in the corner of the chair. The watcher placed a finger on her lip to intimate that he was asleep. He woke no more.

II. Traduire en anglais:

Le caractère d'un poème épique est, avant tout, d'être vraiment national, d'être sorti des entrailles du peuple qui l'a produit, de

résumer sous une forme poétique les grandes idées de son siècle, et principalement celles qui touchent la religion et la patrie; de s'adresser à tous les citoyens, et de remuer en tous la fibre qui peut s'exalter jusqu'à l'héroisme; d'offrir, en un mot, à chacun, idéalisés par l'imagination et dramatisés par le récit, les sentiments qui constituent le plus essentiellement sa personnalité sociale. Ces caractères ne suffisent pas pour faire qu'une épopée soit belle: ils sont nécessaires pour qu'elle existe, et c'est parce qu'ils manquent à des poèmes, d'ailleurs du premier ordre, comme *l'Enéide* ou la *Gerusalemme*, qu'on hésitera à leur donner ce grand nom d'épopée, que l'on accordera au contraire à des œuvres bien moins parfaites sous le rapport de l'art, à notre *Chanson de Roland*, par exemple.

III. Composition française.

N.B.—*Les Candidats doivent s'efforcer de donner à leur travail un caractère très personnel, tant au point de vue du style qu'au point de vue des idées.*

Traiter *l'un* des sujets suivants:

(*a.*) Un père avait trois fils: il donna à chacun d'eux une part égale de ses biens. Un diamant précieux lui restait: il promit de le donner à celui qui, dans le courant de l'année, aurait fait la meilleure action. L'année écoulée, les trois fils viennent trouver leur père et lui faire le récit de l'action la plus méritoire qu'ils aient accomplie. Le premier s'est acquitté d'un simple devoir, mais difficile à remplir; le second a rendu le bien pour le bien; le troisième a rendu le bien pour le mal. Imaginer trois récits et indiquer la conclusion.

(*b.*) Indiquer *en détail* comment vous procèderez pour enseigner le vocabulaire français dans les diverses classes dont vous pourrez être chargé.

(*c.*) Discuter, en français, l'importance de ce précepte pédagogique: "The effective study of any spoken language presupposes a *special* schooling of the ear and of the vocal organs."

GERMAN.

Thursday, 23rd June.—2 to 5 P.M.

(*German script should be used at least in the passage for translation into German*, 2 (*b*).)

1. Translate into English :—

(*a*.) Das Dorf lag still, wie ausgestorben; die Leute waren meist auf dem Felde beschäftigt, nur eine Schar Kinder spielte, unbekümmert um die Sonnenglut, auf der breiten Dorfgasse. Da klang von fernher das Rollen eines Wagens, und gleich darauf kam ein leichtes Jagdfuhrwerk hinter der Waldecke zum Vorschein. Der Kutscher saß auf dem hinteren Sitz, während der Herr selbst die mutigen Rosse lenkte; er erblickte die spielenden Kinder, schien aber zu erwarten, daß auch sie ihn sehen und sich zu rechter Zeit davon machen würden, denn er fuhr im schärfsten Trabe mitten durchs Dorf, obwohl ein Ausweichen auf dem breiten Wege nicht schwer gewesen wäre. In der Tat stob die kleine Schar eiligst nach rechts und links auseinander; nur ein kleiner Knabe von etwa zwei Jahren blieb ruhig sitzen, und erst als der laute Zuruf der anderen Kinder ihn aufscheuchte, machte er den Versuch aufzustehen; aber bestürzt und des Laufens noch ungewohnt, strauchelte er schon beim ersten Schritt und fiel dicht vor den Pferden nieder. Der Führer des Wagens zog zwar sofort die Zügel an, aber die feurigen Tiere drängten noch einige Schritte vorwärts, und der Knabe schien verloren. Da plötzlich flog ein junges Mädchen herbei, riß mit blitzschneller Bewegung das Kind, fast unter den Hufen der Pferde weg, in ihre Arme und sprang mit ihm seitwärts. Es war die höchste Zeit gewesen, denn unmittelbar darauf standen die Tiere, aber ihre Hufe stampften den Ort, wo der Kleine gelegen hatte, der jetzt, da er gerettet war, in ein klägliches Geschrei ausbrach. Graf Arnau gab die Zügel in die Hand des Kutschers, sprang vom Wagen und näherte sich den beiden.

„Hat jemand Schaden genommen?" fragte er hastig.

„Ich nicht, aber das Kind —"

Ohne ein Wort weiter zu verlieren, nahm der Graf den Kleinen aus ihren Armen, besah und befühlte ihn von allen Seiten und überzeugte sich bald, daß er nicht die geringste Verletzung davongetragen hatte.

„Es ist nichts," sagte er ruhig; „er war nur erschrocken; gib dich zufrieden, Schreihals, du bist noch glücklich genug davongekommen."

E. Werner.

(*b*)

Wo wild der Bergstrom durch die Tannen schäumt,
Irrt' unbekümmert ich um Weg und Zeit;
Da stand ein grauer Turm wie hingeträumt
In ungebrochene Waldeseinsamkeit.
Ich sah mich um und frug: „Wie heißt das Schloß?"
Ein bucklig Mütterlein, das Kräuter brach.
Da murrte sie, die jedes Wort verdroß:
„Frag=mir=nicht=nach."

Ich schritt hinan; im Hof ein Brünnlein scholl;
Durch den verwachs'nen Torweg drang ich ein;
Ein dünnes kühles Rieseln überquoll
Auf einer Gruft den schwarzbemoosten Stein.
Ich beugte mich nach des Verschollnen Spur,
Entziffernd, was des Steines Inschrift sprach;—
Nicht Zahl, nicht Namen,—ein Begehren nur:
„Frag' mir nicht nach!"

Conrad Ferdinand Meyer.

2. (*a*.) Write from memory a German version of the passage read out.

Note.—The following passage was read out twice to the Candidates, to whom it was explained that they were not to aim at reproducing the passage in all its details, and in the same words or order of words as the original. They should attempt to tell the story in German in their own way. Grammatical accuracy would be considered very important, and special value would be attached to anything that shows a knowledge of idiomatic German.

A farmer near Potsdam, where the King of Prussia usually resides, had in his garden a tree from which he got most beautiful pears. The queen, on one of her drives, having tasted and admired the fruit, the farmer brought every year a basketful to the castle as a present to the king and queen. On one occasion he was led by a servant to a summer-house where the royal couple were sitting and talking together. As soon as they saw the fine pears, each of them took one and began to eat it. "Won't you take one too?" asked the queen. The farmer took one, and then drew out his pocket-knife and carefully peeled it. "We like to eat them as they are, they are so fine," remarked the queen. "Yes," replied the honest rustic, "but on the way one of them fell into the mud, and I don't know now which it was."

(*b*) Translate into German:—

An Indian story tells of an old king who had a beautiful young wife, and offered a high reward if anyone would make him young again. A strange physician who had heard of this came and assured the king that he could do this, if he would stay with him alone in an underground chamber for six months, living solely on food which he would prepare for him. No one was more delighted than the foolish monarch. When the two had thus lived together for some weeks, the wicked man gave the king poison, and threw the corpse into an old well. He then procured a young man who looked somewhat like the dead king, and made him acquainted with all the circumstances of the king's life and the royal household. In the sixth month he allowed people about the court day after day to come to the door of the secret room and witness from the distance the king's gradual change of look. At last he led the young queen herself down, opened the door, and, taking her up to the would-be king, said, "Behold, gracious lady, your noble husband young again and worthy of your divine beauty."

3. Translate into German:—

(*a*) You ought not to have believed what he told you about this matter.

(*b*) When the wretched man was caught near the place he said he had not done it.

(*c*) Though they asserted that they had seen the sea-serpent, I think they were mistaken.

(*d*) Would you have given me a glass of water if I had asked you for it?

(*e*) Many brave men have lost their lives on the battle-field for their country.

CLASSES FOR THE FURTHER INSTRUCTION OF TEACHERS UNDER ARTICLE 91 (*d*) OF THE CODE.

(Circular to Local Authorities.)

Circular **204.**

SCOTCH EDUCATION DEPARTMENT,

1st August, 1900.

SIR,

As some misapprehension appears to exist regarding the nature and object of the classes to be conducted under Article 91 (*d*) of the Code and the method of establishing and conducting them, my Lords think it desirable to make the following explanations.

Nature and object of the classes.

These classes are in no way to be confounded with classes conducted under the provisions of the Science and Art Directory in the same or analogous subjects. They differ in respect that the classes under Article 91 (*d*) of the Code are (1) for the further instruction of teachers and of teachers only; (2) that the object of instruction in these classes is not simply the acquisition of knowledge, preparation for the examinations of the Science and Art Department, or the obtaining of qualifications as teachers under the Directory, but the *training* of the teachers with the direct object of rendering the instruction in such subjects as Drawing, Nature Knowledge, Manual Instruction, etc., in the schools of the district as efficient as possible.

The course of instruction need not follow the lines of the syllabus of any subject given in the Science and Art Directory nor any combination of these subjects, but should rather be a course of instruction especially designed for the object in view. A programme of the proposed instruction in each subject should accordingly be carefully prepared and submitted for the approval of the Department, who must also be satisfied that the instructors proposed have not only special knowledge of or skill in their particular subjects, but are competent to give advice and direction as to the best method of conducting such studies in schools, and if necessary, to illustrate their methods in practice. *The grounds on which any particular instructor has been selected should be very fully stated.*

Financial arrangements.

The authority proposing such classes must have funds from which it is competent for them to defray the whole expenses of the classes in the first place, it being understood that on the satisfactory completion of the course a grant amounting to not more than three-fourths of the actual expenditure after the deduction of the income from fees will be paid by the Department. The remaining portion must be an actual outlay on the part of the Local Authorities who undertake financial responsibility for the classes and may not be made good either in whole or in part by fees payable by the students attending the classes

On these conditions my Lords are prepared to entertain proposals from Town and County Councils, or other Local Authories, for the establishment of such classes at such centres as may be found most convenient. But in view of the special facilities for giving instruction of the kind desired which exist at certain central institutions such as Schools of Art, Technical Institutes Agricultural Colleges, and in some cases Secondary Schools, my Lords consider that where possible Local Authorities instead of establishing classes of their own should come to an arrangement with the Managers of such institutions as to the terms upon which they would be prepared to establish and maintain classes of the kind desired. In such a case one of two courses might be followed. The Local Authority might make itself responsible for the whole cost of the classes arranged for in so far as that cost is not covered by fees, receiving directly any grant which may be made in terms of Article 91 (*d*). The other course—and one which would be specially adapted to the cases where classes were established at the instance of more than one Local Authority—would be that the Managers of the school or institution should be in direct relation with the Department, and should as a Committee of, or agents for, the various Local Authorities who undertake financial responsibility for the classes, make the necessary arrangements for the conduct of the classes, and receive the grant under Article 91 (*d*), obtaining a guarantee from each Local Authority for a fixed proportion of the expenditure which must be borne locally.

Preliminary proposals.

Local Authorities who propose to establish such classes will on application to the Department receive a Form for the statement of particulars required for the information of the Department. This Form must be returned to the Department *at least one month before the date proposed for the first meeting of the classes* in order that opportunity may be afforded for the due consideration and adjustment of the proposed course of instruction.

Inspection.

When on consideration of the information supplied a class has been recognised, it will be visited from time to time on behalf of the Department by an officer deputed for the purpose, who will also toward the end of the course make a report on the work of each individual student. For that purpose he will take into consideration the character of the work done by each student during the session and the observations of the instructor thereon, but may also set such supplementary tests—oral, written or practical—as he may think necessary. Such tests will, however, be relative to the work actually undertaken at meetings of the class, or in connection therewith.

Credit to be given for satisfactory attendance and work.

The names of all teachers who have regularly attended a recognised class and whose work is favourably reported on as above will be recorded in the Department, and credit will be given for such attendance and work in connection with any

requirement of qualification for the teaching of certain subjects under the Code which Their Lordships may hereafter find it desirable to institute.

Satisfactory attendance and work at a recognised course of instruction of sufficient length in *Drawing* will be held for the present to constitute a qualification to earn grants for Drawing in terms of the footnote to Article 19B4 of the Code and in lieu of the certificates mentioned therein, but Their Lordships may, on consideration of the length of the course in any particular case, and the character of the instruction given thereat, require attendance at a supplementary course as a condition of continued recognition.

The classes may be held at any time of the year as best suits the convenience of those concerned, and may provide for instruction either on successive days (holiday courses) or at regular intervals, *e.g.*, on successive Saturdays. The attention of Instructors and others responsible for framing syllabuses of instruction is particularly directed to the Appendix.

I have, etc.,

H. CRAIK.

APPENDIX.

My Lords desire to leave a large liberty of suggestion to Managers both as regards the subjects taught in these classes and the details of the course of instruction, but their views on both these points must be clearly formulated in their preliminary proposals in order that each proposed course may be fully considered on its merits.

As regards certain of the courses, however, the following general principles should be kept in view.

I. As regards courses for the instruction of teachers in Drawing. Drawing (*a*).

The essential part of every course must be practice in free arm drawing on a large scale from the shoulder upon blackboards or other specially prepared surfaces, the chalk or charcoal being held in such a manner as to secure the utmost freedom of wrist action.

The forms to be drawn should be elementary art forms such as the ellipse, the oval, varieties of the loop form. conventionalized leaf forms of various kinds, the spiral, etc., arranged as far as possible according to difficulty or natural order of development.

Each form must be diligently practised till it can be drawn with ease, certainty, and *rapidity* without preliminary measurement or blocking in, and to various sizes or to fill a given space.

A bold free line is to be cultivated, and for that purpose no measuring whatever should be allowed from the very start. Each line should be executed as far as possible by a single continuous movement, and accuracy should be sought not by laborious adjustments of parts of a form previously blocked out but by successive approximations to the form as a whole made rapidly and with a continuous line. The primary object of the exercise is to facilitate combined action of hand and eye, and no form should be considered to be mastered till it can be reproduced with rapidity and certainty and to various sizes. When one of the fundamental forms has been mastered it should be made the basis, either with variations or in combination with other forms, of elementary exercises in design.

These various exercises will involve a large amount of practice and as the time that can be given to practice at the actual meeting of the classes is limited it is essential that the practice in the classes be supplemented by practice on the part of the students at home.

It is desirable that the medium of reproduction should be varied as far as possible, and for that purpose the drawing on the blackboard should from time to time be replaced by drawing the same forms with charcoal on paper or by brush drawing, always on a large scale.

It is also highly desirable that practice in clay modelling should be carried on *pari passu* with the drawing, and wherever possible this exercise should be included in the course, but it will not for the present be insisted on in all cases.

The practical exercises should be accompanied by some explanation of the "Principles of Ornament" not necessarily in set lectures, but in connection with the introduction of new forms for practice, and it is highly important that there should be at hand an ample supply of examples of good ornament for purposes of illustration. For this reason among others my Lords must insist that wherever possible the classes for instruction in Drawing shall be held at a well-equipped School of Art.

Drawing (*b*) One other great division of the work of these classes to be carried on *pari passu* with the foregoing practice in the drawing of fundamental forms of conventional ornament, should be practice in drawing simple forms such as leaves, flowers, or parts of flowers, shells, fish, birds, and simple artificial objects *either from the actual objects or models thereof*

For this purpose each student should select for himself the object which he proposes to study, *being as a rule some form which has occurred or will occur in connection with the nature knowledge lessons of the School.*

The first reproductions, however imperfect, of the object selected, should be the outcome of the student's own unaided efforts as suggested to him by a careful study of the forms, but when after correction by the teacher a reasonably correct representation has been arrived at, it should be thereafter drawn not merely once or twice, but repeatedly until it can be reproduced with facility and certainty *from memory*. Endeavour should always be made to seize the broad essential features of the object to the neglect of details, and here as elsewhere the use of a free continuous line and rapidity of execution should be constantly insisted upon. The medium of reproduction should also be varied and as far as possible a selection of the forms should be modelled in clay. Some of the simpler forms studied may with advantage be turned to account as elements of design.

Combined Course.

It is suggested that both divisions of the work—the practice of conventional ornament and of design based thereon on the one hand and drawing from actual objects on the other—should be carried on at each lesson, a certain proportion of the students in turn being engaged at blackboard practice, under due supervision, while the others are engaged in the study and reproduction in various ways of actual objects.

Model Drawing should not be treated as a separate subject but simply as an accessory to the drawing from actual objects as above. No elaborate explanations of the theory of perspective should be entered into, but it may be found advantageous at a comparatively early stage to direct attention to the varying appearances of some simple object such as a pointer or a box, or a ring, when held in different positions and to the difference between apparent and real measurements.

Applications of Geometry —handwork.

II. On consideration of the various exercises commonly grouped under the head of Geometrical and Mechanical Drawing, my Lords are of opinion that they have no necessary connection with such a course of instruction in Drawing as that outlined above and that they should rather form the subject of a separate course *to be taken in conjunction with either cardboard modelling or woodwork or other form of practical application of the principles involved.*

Such a course would on its theoretical side embrace an explanation of the construction and use of scales, and of various measuring instruments, representation of objects in plan, elevation and section; the making of drawings in isometrical projection; and the principles of mechanical perspective.

The principles explained would be illustrated by the making of drawings to scale from actual measurement whether in plan and elevation or otherwise; by the reading of such drawings already prepared; by the use of squared paper to represent, *e.g.*, the rise and fall of the barometer, of the thermometer, of the average attendance in school, of the gas consumption, or of anything that changes definitely as time goes on; by the making

of construction drawings for use in cardboard modelling, in dress cutting, etc.; and by the use of plan and elevation and of isometrical drawings in Woodwork.

It is not necessary that each and all of these applications of practical Geometry should be included in any one course, but proposals for any such course should make provision for the *practical application* of the subject matter in various directions and particularly in such forms as may be conveniently brought within the range of work in schools.

On the other hand, the syllabus of a course for the instruction of teachers in cardboard modelling or woodwork should always make provision for their instruction either as a *preliminary measure or concurrently in* the principles of practical geometry and geometrical drawing.

Nature Knowledge (*a*).

III. The work of classes for the instruction of teachers in Nature Knowledge or Elementary Science may best be conducted along two distinct lines, each of which may be regarded as complementary to the other.

(*a*) The first requisite is a study of the elementary principles of physics and chemistry together with practice in the methods of accurate experimental investigation.

The programme of work suitable for such a course may best be gathered from a perusal of Circular 234 *, which contains suggestions for science teaching in higher grade departments, and the syllabus of work for the first and second years given therein should be followed with such modifications as may be found necessary.

(*b*) The other and complementary course should be essentially a course of out-of-door studies having for its subject matter the meteorology, physical geography, geology, plant and animal life of a given district, studied not as separate subjects but in relation to each other. It may be convenient to make some one of these subjects, *e.g.*, the plant life of the district, the main subject of investigation, but its relation to the others should be kept in view, and the attention of the students should be directed as opportuuity offers to significant facts irrespective of the particular branch of science which they illustrate. Each outdoor excursion should have a definite purpose, should be carefully planned beforehand, and careful notes should be made as to observations of facts and objects *in situ*.† These observations will furnish material for subsequent treatment in lectures and for practical exercises of various

* To be obtained on application to the Department.

† The interest of well-informed members of local Field Clubs and Natural History Societies should where possible be enlisted, and the formation of Field Clubs or Natural History Societies among the teachers themselves in districts where such Societies do not already exist might be expected as the natural outcome of some of these courses.

kinds, and it may be necessary from time to time to devote special meetings of the class to the explanation of general principles of classification in botany or natural history or to other relative matters. But for this purpose the home reading of the students should be mainly relied on, and it will be an important part of the duties of the instructor both at these courses and the courses in physical science to direct the reading of the students, to examine them thereupon, and to prescribe home exercises of various kinds. It is obvious that work of the kind indicated under head (*b*) may be more conveniently taken in summer courses, while the exercises under head (*a*) may be practised in winter, but the two lines of study should be regarded as essentially complementary to each other, and need not be kept in rigid separation.

Other Courses.

IV. My Lords are also prepared to consider proposals for courses of a more special nature, *e.g.*, for the instruction of teachers in country districts in the principles of agriculture—to be held preferably at agricultural colleges—but They are of opinion that as a rule such special courses shall be preceded by instruction of a wider range such as that outlined for the two preceding courses of nature knowledge.

Proposals for the instruction of teachers in various branches of household economy (including cookery, laundry work, &c.), in courses of suitable physical exercises, or in military drill, or for the instruction of teachers in certain districts in navigation, will also be entertained. It should be understood, however, that no proposals for the instruction of teachers in any subject of practical instruction will be considered satisfactory which do not make provision either as a preliminary or concomitant for the sufficient explanation of any theoretical principles involved.

Object of the Courses.

V. The length of the course which may be required in any given subject and the value to be attached to attendance at such a course are matters to be determined by experience, and it may be found necessary in certain cases to require that attendance at a given course shall be supplemented by further instruction before such attendance can be regarded as a satisfactory preparation for teaching the relative subject in schools.

On the other hand, the special object of these classes must be kept clearly in view. They are intended to enable teachers who are already certificated, and who are either untrained, or have not had the benefit of suitable training during their course at the training college to perform efficiently certain duties of instruction laid upon them by the present Code. It follows that the instruction given, though thorough within its own sphere, must be largely of an elementary nature and of a kind analogous to what will subsequently be given by the teachers in

their own schools. My Lords do not wish to lay down any hard-and-fast rules as to the extent to which the instruction so given should be carried, or as to the number of courses which a teacher may attend, but as a general rule it may be said that advanced instruction in art, or the special study of some branch of science such as may be required for a University degree, is no part of the work of these classes, and such instruction when desired must be obtained in classes conducted under the provisions of the Science and Art Directory or elsewhere, at the teacher's own expense.

The instruction in these classes must have constant reference to the methods of work to be adopted in the schools, and it is hoped that these references and the resulting discussion and interchange of opinion may not be without their influence both on the teaching of the subject in hand and in giving clearer views as to the object and methods of school work generally. To that end the method of study should be that of the *seminar*. That is to say, the members of the class should be regarded as a body of students pursuing some line of investigation in common under the leadership of a specially qualified person rather than as mere auditors of lectures.

RULES AS TO THE ISSUE AND AUTHENTICATION OF CERTIFICATES OF SATISFACTORY ATTENDANCE AND PROGRESS AT COURSES FOR TEACHERS CONDUCTED UNDER ARTICLE 91 (*d*) OF THE CODE.

1. A list of the Students on whose behalf the issue of a Certificate is authorised will be transmitted to the Managers with the report on each course, the merit of each Student's work as adjudged by the Department being indicated thereon.

2. Before the Certificates are prepared, a specimen of the form which it is proposed to use must be forwarded for the approval of the Department. The general form the Certificate should take is shown below.

3. When the form of Certificate has been duly approved, the Certificates should be prepared, and signed in accordance with rule 4 (*g*) below. They should then be forwarded in parcels to the Department, and, after verification, will be stamped by the Department, and returned to the Managers for issue to the Students.

4. In preparing the draft of the Certificate the following points must be borne in mind:—

(*a.*) The Certificate should be convenient in form and size.

(*b.*) It should show the full official title of the Course, the Course number, the designation of the Managers, and the Session during which the Course was held.

(*c.*) It should show clearly the range of the instruction to which it relates. Accordingly, while the name of the subject only, *e.g.*, Nature Knowledge, need appear on the face of the Certificate, there should be printed on the back of it a syllabus or description of the actual subjects of study which are to be understood as embraced under the general title appearing on the face of the Certificate. Further, this syllabus or description should be that of the work *actually overtaken* by the Class, and not simply what was proposed to be done at the beginning of the Session.

(*d.*) It should bear the full name of the Student for whom it is granted, the name of the School in which he is serving, and his standing as a Teacher.

NOTE.—The use of abbreviated or pet names should be carefully avoided.

(*e.*) It should show the number of hours of instruction actually received by the Student, and the possible number for the full Course.

(*f.*) The merit of the Student's work as adjudged by the Department should be indicated.

(*g.*) The Certificate should be signed by the Instructor of the Class and by the Chairman or some other representative of the Managers especially deputed to do so.

TRAINING OF TEACHERS.

REPORT *for the Year* 1903–04, *by* A. E. SCOUGAL, Esq., M.A., *His Majesty's Senior Chief Inspector of Schools and Inspector of Training Colleges in* SCOTLAND, *on the* TRAINING COLLEGES *and the* TRAINING *of* KING'S STUDENTS.

January, 1905.

MY LORDS,

The lamented death of the late Dr. Stewart, His Majesty's Senior Chief Inspector of Schools and Inspector of Training Colleges, which took place in September last, has deprived Your Lordships on this occasion of a Report embodying the fruit of his wide and ripe experience on the Training of Teachers in Scotland. It has been considered desirable, however, that an account of the work done during the year in the Training Colleges and the kindred Institutions for the Training of King's Students, with some review of their progress and development, should be furnished; and with this intention, and in accordance with Your Lordships' desire, I have the honour to present this Report. My duty in this respect has been made all the easier from the amount of material which had been accumulating in the late Dr. Stewart's hands, and which has been placed at my disposal. I have had frequent opportunities of becoming acquainted with the working of these institutions in the Western Division from my association with the Inspector of Training Colleges on the occasion of his ordinary visits; and during the latter part of last session I was entrusted with the duty of inspecting and reporting on the practical training of the Glasgow Colleges and King's Students' Centre. Since my appointment as Inspector of Training Colleges I have made one visit to all the Colleges and Centres in Scotland. Consequently the present Report, though far from complete, may yet, I hope, serve the useful purpose of preserving continuity in the record of this most important side of educational administration in Scotland.

General efficiency.

The general impression regarding the efficiency of these institutions for the Training of Teachers which I have received from the visits above alluded to, is a most favourable one. Methods and organization necessarily varied according to circumstances; but at all the centres industry, earnestness, and definite purpose were manifest. There were many interesting developments in method to be noticed, and the whole atmosphere was, as a rule, pervaded by a spirit of enlightened activity and progress.

Circular 329.

The experience of the past session, which now completes the third year under the new regime of inspection and examination instituted by Circular 329, serves but to confirm and emphasize the wisdom and the value of the important changes then introduced. Managers and lecturers are alike unanimous in their

testimony as to the increased possibilities of development and progress under the freer conditions of the new system. The stimulus to private initiative provided in the call upon the lecturers to furnish for approval the Syllabuses in their respective subjects has in many instances raised the quality of the work. The responsibility placed upon them of examining and determining, under supervision, the order of merit of their students has been beneficial towards securing systematic and well regulated study during the course of the session; and the abolition of the outside examination upon the whole year's work at the end of the period of training has relieved the students from a great and oftentimes injurious strain. In a word, the changes introduced three years ago have most appreciably conduced to the greater efficiency of the institutions for the Training of Teachers.

Accommodation.

There is little material change this year in the accommodation of the eight Training Colleges which remain under denominational management. Note may be made, however, of the newly erected, spacious, and handsomely equipped Practising School attached to the Aberdeen United Free Church Training College, with accommodation for 564 pupils. In view of the prime importance of a model practising school in connection with practical training, the managers are to be congratulated on the completion of this most desired improvement. Part of the old building has been re-fitted as Science Laboratories for the use of the students, and the remaining part will, after alteration, be utilized for Drawing and Gymnastics. At the Glasgow Church of Scotland Training College, a large Drill-hall with additional cloak-room accommodation for the students has been erected.

Establishment of King's Students Committee at Glasgow.

To the existing centres for the training of King's students at Aberdeen, St. Andrews, and Dundee, there has been added another, during the past session, at Glasgow. Under the recently formed Committee at this centre, a beginning was made with thirty-one students; and now there are no fewer than ninety students in training. This is a welcome addition at the present juncture to the provision for the supply of trained teachers. The question of supply has emerged into prominence of late years. Whilst due provision of accommodation is by no means the only factor in the problem, it is nevertheless an important one; and the success which has attended the formation of a King's Students' Committee at Glasgow is deserving of hearty recognition.

Supply of Teachers.

The problem of supply, however, involves more than a mere consideration of the number of places provided for the training of students. It so happens that on the male side there is, and has always been, accommodation for properly qualified candidates. The problem is an economic one. What is wanted is a larger number of aspirants for the profession; and this depends in the first place upon the emoluments and other attractions pertinent to the service. It is true that within recent years the salaries of

male teachers have been on the increase, and the prospects of those who now enter the profession are greater than formerly The recent establishment of Higher Grade Schools throughout the country has also increased the demand, particularly for more highly qualified masters; and there is good reason for the expectation that as the status of the teacher and the value of his services are becoming more and more appreciated, the greater demand will be met by a corresponding increase in the supply

In the case of female candidates for admission to a Training College the number of applicants has for many years been greater than the number of places at disposal. Teaching has long been one of the most attractive vocations for women, and there is accordingly no reason for surprise that there should be an excess in the number of candidates. The main factor to be taken into consideration is the extent to which the demand for trained female teachers exceeds the supply. One benefit of the competition for admission is the higher average quality of the students admitted. But mixed up with this question is that of the employment as assistant teachers of those candidates who do not pass the King's Scholarship examination sufficiently high to secure admission to a Training College. Such teachers are eligible for employment under Article 79 of the Code, though they can be recognized only for a more limited number of pupils than the trained teacher. This class of assistant is on economical and other grounds largely employed, particularly in small schools. Again, by further study such teachers may qualify themselves to pass the Certificate Examinations and gain their Parchment Certificate. The demand for trained teachers is consequently considerably affected by the number employed under the conditions just mentioned. There is no doubt, however, as to the desirability of securing as large a representation as possible of the "trained teacher" element in our schools, and with this object in view the number of female King's Scholars and Students accepted for training has within recent years been considerably increased.

Distinction between University and Non-University Students.

One of the most important features of Circular 329 is the separation of the students under training into two classes, the University and the Non-University. The combination of University and Training College work has long been a recognized feature of Your Lordships' policy. Since the year 1873, when the system was originated, the more able of the Training College students have received part of their instruction in University classes; and as time progressed, and the standard of attainment of the entrants became, year by year, more advanced, the number of students admitted to the benefits of this partial University training has steadily risen. The establishment of Higher Grade Schools throughout the country has emphasized the importance of training teachers of high qualification. Further valuable provision in this direction has been supplied by the form-

ation of Local Committees for the training of King's Students at University centres. Such students follow courses of instruction at the University on well defined lines—classical, scientific, or modern—with a view to graduation, while due provision is made outside by the Committee for their practical training, and for their instruction in certain essential Non-University subjects, such as drawing, drill, phonetics, music. Similarly, by the requirements of Circular 329, the somewhat desultory mode of attending University classes formerly followed by the brighter of the Training College students was reorganized. The King's Scholars found to be possessed of the proper qualifications are now registered as University students, and their training is regulated in the same way as that of the King's Students, their University work following a well defined co-ordinated course, while they receive their practical training and instruction in Non-University subjects at the Training College.

It seems appropriate that for the purpose of presenting a fair account and estimate of general progress and efficiency a division into Non-University and University *Subjects* should be followed. At the first glance it would seem natural to treat the matter under the headings of University and Non-University *Students*. The method of inspection, however, is by subject and not by class of student; and the various reports furnished by my colleagues, to whom was committed the inspection of particular subjects in these training institutions, lend themselves more easily and suitably to the former method of treatment. One other reason for observing this division is that in Training Colleges the University students receive their instruction in Non-University subjects, for the most part, along with the Non-University students.

In Section I. of what follows, I have found it impracticable, from want of space, to quote the valuable reports of my colleagues *in extenso*; but I have endeavoured to give the gist of their remarks, and where possible have quoted their own words whenever something specially valuable or interesting was suggested or recommended. In the second section will be found an analytic estimate of the University work, based on the reports furnished by the various professors at whose classes King's Students and Scholars were in attendance.

Section I.

Non-University Subjects.

Practical Training.

Owing to the illness of the late Dr. Stewart, the supervision of the Practical Training was placed, during the latter portion of the year, under the care of Mr. Boyd, Dr. Dunn, and myself.

From the reports of these colleagues and from my own observation I have no difficulty in arriving at the conclusion that this most important branch of the teacher's training receives, in the main, the predominance to which it is legitimately entitled. There are two branches in the subject of Education, as defined in Circular 329. The first is theoretical, and consists of a course of lectures on the Principles of Education; the second is practical, and deals with the exposition and discussion of School Methods, with correlated Practice in Teaching. The lectures on the principles may, or may not, be given by the Master of Method, but it is deemed of prime importance that the exposition of method and the correlated practice in teaching shall be under the charge of the same lecturer. This close conjunction of method and practice is, I am able to report, observed at all the centres. Further, it is strongly recommended that both at the discussions of methods and at the criticism lessons the expert skill of the various lecturers should be utilized in connection with their respective subjects. In this way the best methods, as they appeal to a specialist, are presented and discussed. Such collaboration between the lecturer on method and his colleagues is now regarded in most of the training institutions as an indispensable factor in the practical training; and generally, this practice is found to be one of mutual benefit to the lecturers, whilst being of great service to the students.

Discussion of Methods to be closely co-ordinated with Practice.

Considerable difficulty is still experienced in arranging so that all the students shall have practice in teaching a school subject immediately after the discussion of methods and the demonstration and criticism lessons. In many instances, indeed, this close sequence is found to be impracticable, and the further practice is obtained at such times as are found to fit in most conveniently with the general time table. The point to be attended to here is that this practice shall be under thorough supervision. The arrangements at the various Training Colleges are very complete in this respect.

Extended practice in Teaching.

Edinburgh Colleges.—In his report on the Edinburgh Colleges Dr. Dunn comments very favourably on the continued efficiency of both the practical training and the theoretical instruction. At the Church of Scotland College he notes an interesting development in connection with the instruction of third year students, to whom are assigned certain children for special investigation of their physical and mental conditions. He also praises the judicious correlation of the work of the master of method with that of the several lecturers. The practical instruction at the United Free Church College seemed to him to be quite effective, though somewhat formal. Very complete arrangements are here made for the application of theory to practice. All the arrangements for the practical instruction of the students at the Episcopal College are eminently satisfactory.

Edinburgh Colleges.

Glasgow Colleges.—The impression I received from my visits to these Colleges is very favourable.

Glasgow Colleges.

The arrangements for the practical training in the Church of Scotland College are under the supervision of the Principal, who is assisted by his colleagues, Messrs. Beveridge and Duncanson. Each takes special charge of a section of the students. Lectures on method are followed by discussion and by correlated demonstration and criticism lessons. In addition, special courses of lectures and criticism lessons are given by the respective lecturers of the College in their own special subjects. Care is taken to secure a larger amount of practice for those students who require it. The lectures on the principles of education are in the hands of the Rector. Several sets of papers worked by the students at the periodical examinations came under review. These gave conclusive evidence as to the thoroughness with which this branch is studied. Church of Scotland College.

The practical training is carried on at the United Free Church College with great earnestness, zeal, and skill. Methods of teaching are discussed in a purposeful and effective manner. Conclusions are reached only after a fairly exhaustive series of investigations and a course of experimental work. Modern methods receive due prominence. Co-ordination of subjects is kept carefully in view. In this connection an interesting development may be noted, consisting of a study of the art of blackboard illustration. The students are supplied with large sheets of paper, having a dull black surface, upon which they are required to make chalk drawings of the illustrations they would use in the conduct of a lesson on a given subject. These drawings are then subjected to two examinations; one by the Art Master from an artist's point of view, the other by the Master of Method from the teacher's point of view. In the latter estimate the suitability of the drawings for the purpose of the lesson, their size, the arrangement, the spacing, and the naming are all considered. There is little need to emphasize the great value of such training to teachers. United Free Church College.

The arrangements made in the Roman Catholic College for the practical training of the students are singularly complete and successful. The proper position of this branch as the predominating subject of the curriculum is adequately recognized. Whilst the Lady Principal supervises the whole of this work, the various lecturers share in it, each being regarded as Mistress of Method for her particular subject. The criticism lessons are admirably conducted, and deserve more than a passing word of reference. Whilst the lesson is being taught each student is taking notes according to a well-conceived scheme of criticism. After the lesson is finished, the class of pupils is dismissed and criticism is commenced. Instead of calling upon one or at most two members of the class to give a detailed criticism on the whole lesson, the presiding mistress calls for criticisms under the first head of the scheme. After this has been discussed, various members of the class having taken part, the mistress sums up the conclusion upon which they have agreed. She then proceeds to the next point, treating it in a similar manner; and Roman Catholic College.

so on with all the heads of the scheme. By the time a lesson has been dealt with in this exhaustive fashion, a large number of students have taken active part in the criticism and many most useful suggestions in teaching have emerged and been noted.

Aberdeen Colleges.

Aberdeen Colleges.—Mr. Boyd expresses himself in most favourable terms regarding the efficiency of both the practical training and the theoretical instruction given at the two Aberdeen Colleges. He reports that at the Church of Scotland College the whole of the practical training is exceptionally well organized, and the results testify to the thoroughness, skill, and intelligence with which it is carried out. Every care is taken to preserve proper sequence and co-ordination between the study of methods and their application. In his report on the United Free Church College he calls attention to the hearty co-operation of the various lecturers in the discussion of methods and in the criticism of lessons pertaining to their respective subjects, and he comments on the admirable way in which the visits paid by the male students to schools in the city are turned to account.

King's Students.

King's Students Committees.—The conditions under which the King's Students receive their practical training differ in some respects from those at a Training College. The theoretical instruction in the Principles of Education is obtained at the University, but the Local Committees require to make independent provision for the exposition of Methods and the correlated Practice in Teaching. As they possess no special practising schools for this purpose, they are obliged to arrange with school authorities for the use of one or more schools. Where one, or at most two, schools are utilized in this way, the Head masters are generally engaged as Masters of Method, to conduct the necessary exposition, discussion, and demonstration of methods; but where a larger number of schools are set apart for this training, the arrangements become more complicated. Certain difficulties are also experienced in getting all this work properly co-ordinated and supervised, and care has to be taken that the time given to it is not only sufficient, but is also properly distributed. It is much to the credit of the Local Committees that the present arrangements are working so satisfactorily; and while there are certainly possibilities of further development and improvement, the realization of these in the near future may be confidently expected.

Director of Studies.

Notice may be here taken of the appointment, at the Dundee centre, of Mr. Malloch as Director of Studies. The salutary influence of such an appointment upon the general efficiency of the work cannot be too greatly emphasized. These centres have hitherto been at some disadvantage, as compared with the Training Colleges, owing to their lack of a recognized head charged with the responsibility of securing the proper organization of the whole work with regard to its suitability, amount, and distribution. Under such supervision many of the difficulties at present

attaching to the arrangements for the practical training would be obviated, and the proper co-ordination of method-study with practice in teaching would be secured.

This want, it is but right to say, has not been experienced to any appreciable extent at Aberdeen, where Dr. Dey, the Convener of the Local Committee, has so long, so ably, and so enthusiastically himself discharged the functions of a Director of Studies, and that too without reward of any kind, save the genuine satisfaction of seeing this system of training grow and prosper in his hands.

Reports favourable.

The reports on the practical training of the King's Students at Aberdeen, Dundee, and St. Andrews, are in the main very favourable. Both of my colleagues testify to the zeal and skill of those who have charge of this branch, and express the opinion that the best use has been made of the means at disposal under existing conditions.

English.

From Dr. Dunn's long, exhaustive, and most interesting report on the teaching of English in the Training Colleges, as well as from his several reports on the individual institutions, there is ample evidence that the work in this subject is over all sound and efficient. He notes a growing tendency towards uniformity of procedure in the treatment of this branch; but, subject to indispensable requirements, a certain amount of latitude and individual initiative is, in his opinion, by no means to be deprecated. He expresses much satisfaction with the general care, accuracy, and thoroughness of the marking by the lecturers of the students' examination papers, and he has no hesitation in accepting, as a rule, their standard. He notes with approval the introduction into the curriculum of a study of English historical grammar, whether it be by a systematic course, or incidentally, through a study of Chaucer. His remarks on composition are so suggestive that I quote them in full:—

Composition

"In all the colleges lectures are given on the principles of composition. The scope and range of these lectures vary considerably; and there is no branch of the subject in which a greater degree of uniformity is desirable. For the most part the instruction deals with the structure of the sentence, the paragraph, the essay, prevalent errors in composition, *e.g.*, Scotticisms, mixed metaphors, etc., and the instruction is therefore rather practical than theoretical. The characteristics and adjuncts of literary style appear to be only incidentally pointed out; and it is only in the Glasgow Church of Scotland College that a more comprehensive treatment of the subject is adopted. The strictly utilitarian purpose of the instruction is seen even in cases where the essential qualities of a good literary style are discussed with some amplitude. Thus, in the Glasgow United Free Church College the treatment of the subject is restricted to prose composition, and particularly to the essay.

"We have here another instance of the severance of closely allied subjects, which to a large extent marks and mars the teaching of English. For manifestly, the criticism of English Literature either in connection with the class work (*e.g.*, a play of Shakespeare) or in connection with a definite literary epoch pre-supposes for its efficient application an adequate knowledge of literary form and style, which, so far as I can see is for the most

part casually acquired. I am of opinion that it would be a good arrangement to deal in the first year with composition, in the wide sense of literary form in general, and to apply the knowledge thus acquired to the study of English literature in the second year. Illustrations of literary form would in the first year be supplied by the class-work; in the second year the books studied in class, and a particular epoch, would afford scope for the application of principles and canons previously established.

"The practical side of composition is represented by the examination papers and essays. The quality of the work is good, though it is often done under restrictions of time unfavourable to literary effort. In this connection I may remark parenthetically that except in the Glasgow Roman Catholic and the Edinburgh Church of Scotland Colleges the penmanship was often so hurried and careless that it was by no means easy to read the papers.

"Undoubtedly, the methods and procedure adopted to secure practice and expertness in written composition are, in all the colleges, very complete and well devised; but it appears to me that oral composition, or the expression of ideas in spoken language, occupies a generally subordinate position. And yet the efficiency of a teacher largely depends upon this capacity. And it is particularly desirable that the faculty of easy utterance should be cultivated in Scotland, where in consequence of racial idiosyncracies workers have always been more numerous than speakers. There are, in the main, three ways by which practice in speaking may be acquired—the criticism lesson, oral answering in class, and debates.

"As regards the criticism lesson I have this year been only fortuitously made acquainted with its applicability to the end in view, and with generally negative results. The students, as a rule, read their criticisms, which, though sensible and creditably expressed, afforded but a slight criterion of oral facility.

"I had little opportunity this session of testing the oral answering in class, and in the case of the women students allowance must be made for natural diffidence. But, as a rule, marks are not assigned to oral answering, except in one or two colleges, and particularly in the Aberdeen Church of Scotland College.

'Here *five* is taken as a maximum, and a careful record is kept. The practice should, I think, be universally adopted, and special importance attached to the form of the answer. In this, as in other departments of the English work, more value, indeed most value, is attached to the matter, and the form is comparatively neglected.

"Periodical debates are held in several colleges—*e.g.*, the Glasgow Roman Catholic, the Glasgow United Free Church, and the Edinburgh Church of Scotland. In the first of these, the methods are excellent. Four or five debates take place every session on some literary subject. The class is divided into two sections, and the one is pitted against the other. On certain other occasions students are required to speak for five minutes on some prescribed subject. From a variety of circumstances arrangements such as these can be carried out with special ease and success at the Roman Catholic College, but the adoption of analogous expedients would be found very advantageous in all the colleges."

English Literature.

Lessons in English Literature are given in all but two of the colleges. In several colleges this study consists of a general survey of the subject; in others a particular period is taken. Dr. Dunn recommends a procedure similar to that observed in the study of English History, where a synopsis of the principal movements and events properly precedes the detailed study of a particular period.

The works selected for study in class are of a suitable character, and the class-work generally is conducted on very intelligent lines. The college authorities have found it more

advantageous to keep the choice of books for home-reading largely in their own hands, rather than to leave the selection to the individual students; and the reasons for this procedure appear to be quite cogent. In one or two cases, however, suggestions are invited from the students. As a rule the selections made are very suitable, consisting, without exception, of literary masterpieces. Care, however, should be taken to include among the books selected some standard historical work. Home Reading.

There is a tendency in the treatment of history towards uniformity in both the distribution of work and the character of the instruction. Lectures are now given in most of the colleges to both senior and junior students. As regards the character of the instruction, Dr. Dunn reports:— History.

"The treatment of the subject is adapted to its philosophical aspects, dealing in the first year with the elements determining historical development in general, and specifically the development of European civilisation; and in the second year, with the concrete forms of political and civil organisation in England. There is naturally a certain fluidity and variety of detail in the work of the several colleges, some taking a broader, some a narrower view, both consistent with the general directions. The schemes drafted by the Aberdeen United Free Church College and the Glasgow Roman Catholic College appear to me particularly deserving of commendation."

Included in the requirements for English, as specified in the Appendix to Circular 329, is an elementary study of Latin, which "should comprise a study of the common Latin word-forms and constructions, especially in their bearing upon the structure of English." Dr. Dunn notes a striking degree of uniformity in the method of teaching, which he styles the "modern" method. More or less of the Latin grammar may be studied, but what is desiderated is that the teaching of the subject should be incessantly referred to English as the *terminus ad quem*. Grammar, suffixes, vocabulary, should all be brought into immediate connection with English grammar, word-building, and derivation. Many of the female students at the Aberdeen colleges possess no inconsiderable attainments in Latin when they enter upon training. In their case the study is continued and extended. In such circumstances a certain degree of latitude may be allowed, provided that the fundamental requirements are met. Latin.

King's Students.—Dr. Dunn reports:—"In each case the books for home-reading are judiciously selected, and the examination papers are revised and marked with great care and sound judgment. At the Aberdeen centre more is done for the students by way of direction, preparation, and criticism than in the other centres, and they are therefore more vividly impressed with the importance of their work." King's Students.

Mathematics.

In this subject the year's work is a record of quiet but steady progress. Mr. Philip, the visiting Examiner, reports:—

"The session's work calls for little remark. The syllabuses have been followed out on the approved lines, with slight modifications in points of detail. Their spirit and aim have been well realised.

"The grading of the courses has had the effect of increasing the range of work covered by the women students. The "Higher" mark awarded on the successful completion of the third course is an effective stimulus in this direction."

Science.

Dr. Macnair reports:—

"There have been comparatively few changes in the Physical Science Courses during the past session. The transference of the exercises in Mensuration from the Science to the Mathematical Classes, which was begun in Session 1902–3, has been carried further, but is even yet not quite complete. The time thus set free has generally been used to introduce more work in Heat.

Special work for advanced Students.

"A beginning has been made at one or two of the colleges in the direction of providing special work for students who have previously gone through a course in practical science. As yet such students are not very numerous; and many of them—especially the women students—are quite content to go through the ordinary course taken by the other students. Probably in such cases it is best to allow them to do so. But there are some cases in which this permission would involve serious waste of time; and I have met with a few such cases during the session, including one in which a student who had had instruction in practical science at George Heriot's School, and then again as an Edinburgh pupil-teacher, was going through a course in elementary physical measurements for the *third* time.

Chemistry.

"All the colleges except one now give the whole of the second year's winter session to Chemistry. The one exception has given half of the first winter session, but the results seemed to show that a three months' course in Chemistry is too short to be satisfactory.

Summer Courses.

"The Summer Courses in Botany and Zoology have also been carried out on much the same lines as last session. I am glad to be able to record that a second college (the Edinburgh Episcopal) has provided a greenhouse in which the students can carry on observations and experiments on living plants. Very little has been done in the same direction with living animals; and there are certainly great difficulties in the way, where the teaching is done by outside experts who visit the colleges only to give these lessons.

Geography.

"The Courses in Geography have generally been very satisfactory. In almost every case, practical surveying and mapping have been given the most important position; and in several of the colleges there have been regular observations of meteorological and simple astronomical phenomena throughout the year. In a few cases, too much time has been given to lecturing on aspects of the subject which could be equally well studied from text-books—but this has been exceptional."

French.

A great advance.

From the report furnished by Monsieur Martin and Mr. McKechnie it is gratifying to note the great advance which has been made in the study of French in all the Training Colleges. The report is full of suggestive hints regarding the best methods, and I have accordingly deemed it most appropriate to make direct quotation with regard to the most salient points.

"The pupils of the second year succeed frequently in understanding the spoken language without difficulty, in reading French creditably, and even in speaking it with some facility. In writing French the results are equally satisfactory; as was proved more particularly in the papers written by the candidates for the special qualifying examination, which is the goal of the study of modern languages in the Training Colleges.

"Though the papers set were difficult, and included a piece of French composition abounding in idiomatic expressions and a piece of 'Free Composition' which demanded some originality of idea and style, a large number of the candidates received satisfactory marks. The oral examination was still more satisfactory."

After commenting on the earnestness and enthusiasm of both lecturers and students, and singling out the Glasgow United Free Church, and Church of Scotland Colleges, and the Church of Scotland College, Aberdeen, for special praise, the report continues:—

"The lessons are given in French almost everywhere, and almost exclusively: this is true of the colleges which have obtained the best results. In the second year of study it ought to be the rule everywhere. Lessons given in French.

"The teachers no longer confine themselves to the traditional exercises which made the teaching of a living language so dull and insipid. Some of them do their utmost to vary their teaching, and we cannot encourage them too warmly to continue their efforts in this direction. In addition to the reading and careful explanation of French texts, and translation from and into French, there should be dictation, original composition, recitation, exercises in phonetics and expressive reading, general discussions in French, lessons given by one pupil and criticised by the others under the direction of the teacher, corrections of the exercises of younger pupils, object lessons, lessons in literary history, singing (especially singing), and many other exercises which an earnest and intelligent teacher will not fail to devise. Variety in the exercises.

"The difficulties presented by the pronunciation of the vowels have already been almost completely overcome; the same should now be done for the consonants, and the pupils should be taught to realise, in particular, the distinction, still more marked in French than in English, between the *voiced* and *unvoiced* consonants. Pronunciation.

"Another fault of pronunciation arises from the fact that the pupils have not yet quite learned how to divide French words into syllables, and that they often pronounce a consonant with the preceding vowel, whereas the two sounds belong to two distinct articulations of the voice."

Attention is next drawn to the *liaison*, and the principle is set forth in dealing with optional cases, that words closely connected *in sense* should be also closely connected *in pronunciation*.

Further, with regard to the written language it is urged "that the best—the only good—method consists in establishing *a direct contact* between the pupil and the language itself. No theory, however clever and attractive, can give a precise idea of the idiomatic terms of expression, of the system of sentence construction, of verb and other paradigms of a language. The rules ought to emerge naturally from actual observation made by the pupils in the course of reading and conversation: the grammar of the pupils ought thus to be constructed progressively, and should proceed from the particular to the general."

The report concludes with a well merited eulogium on the very satisfactory results of two years' effort in the Training Colleges.

German.

Dr. Schlapp, the visiting Examiner, while reporting the general character of the instruction as satisfactory, regrets a further decrease in the number of Training College students who are studying German, only about 70 this year (in place of 100 Decrease in the number of Students.

last year) being presented for the qualifying examination. He considers that at least five hours weekly should be provided in the time-table for instruction in this subject, and suggests some modification or rearrangement of the periodical college examinations, so as to leave some time at the end of the session free for revisal work in preparation for the qualifying examination. The following suggestions are of importance:—

Suggestions.

"The new spelling, uniform for the whole of Germany since 1902, should now be adopted in all written exercises and examinations.

"Copy books or charts illustrating German script should be used to put an end to the chaotic state of German handwriting in the schools.

"The study of the elements of phonetics (theory and practice) should be supplemented (1) by frequent practice in reading aloud and in recitation, and (2) by insisting on correct pronunciation throughout the oral work of the classes.

"Dictation as an exercise and a test should not be neglected.

"More attention should be given to the training of the students in the methods of teaching elementary German."

Dr. Schlapp urges that the study of the language should be made as concrete and living as possible; and he recommends, among other expedients at the disposal of the lecturer, an extensive use of the oral method; expressive reading aloud, recitation, and singing; the study of lyric and ballad poetry; the writing in German of letters (Dr. Schlapp approves of the International Correspondence Scheme), and of short essays on topical subjects; the use of maps, of pictures illustrating German life and manners, and of German magazines and newspapers. He also recommends that a small German library should be established in each college, and that the students should be encouraged to attend German lectures that are accessible to them. Further, he advocates the engagement of native German assistants to conduct small conversation-classes.

Phonetics.

Continued improvement.

Mr. Wyld reports that the improvement noted last year in the teaching and application of Phonetics has been, on the whole, continued in several colleges to a very remarkable and pleasing extent. In a few colleges and Local Committee centres, however, the work is weak, and to some extent unsatisfactory; a condition, he is of opinion, due not to any intrinsic defect of teaching power, but to the insufficient time given to the systematic study of the subject. He describes the method of examination employed, which was somewhat more exacting than that of last year, and better calculated to test the power of the students to use Phonetics intelligently in their teaching.

Method of Examination.

"I chose, principally from the second year students, those to whom the best marks had been given by the teachers, and saw them, three or four at a time. I asked them to read in turn the same piece of English prose or verse, and then I read it myself half a dozen times, while the students noted on paper differences in pronunciation which struck them, first among themselves, and secondly between my English pronunciation and their own. Then each in turn had to discuss in considerable detail any points he or she

chose to select for the purpose. The Glasgow Roman Catholic students were by far the ablest, readiest, and best trained, and I was amazed at the skill which they showed. But in nearly all the colleges the students were able to deal with the problems which arose in a very fair manner. The same test was applied everywhere except in the case of the King's students at Dundee, who were unequal to such a task. I believe that the test which I applied was the fairest and most thorough way of discovering the grasp of the subject, and ability to use the phonetic method, possessed by the students.

"The correlation of phonetic study and language teaching has hardly begun systemetically except in such colleges as the Glasgow Roman Catholic, and United Free Church, and the Aberdeen United Free Church Colleges, where part at least of the English and French teaching is carried out by the teachers who give the general course on Phonetics. Correlation of Phonetics and Language teaching.

"*The arrangement of the General Phonetics Courses.*—From what I see of the possibilities of the case I unhesitatingly suggest the following scheme as the best that can be followed to obtain the desired end. Suggested Course of Study.

"There must, in each centre, be two concurrent courses, one for the first, and one for the second year students. Each course should consist of not less than twenty lectures. Each course should begin at the beginning of the year of study, and should be spread over the summer and winter sessions.

"The first year course should be general, and should cover the whole subject in outline, very much as it is at present being treated in all the colleges.

"The second year course should consist almost entirely in discussing the natural pronunciation of the teacher and the student, and in noting analysing, and describing peculiarities."

Drawing and Manual Work.

Mr Ewen reports as follows:—

"Drawing instruction in Training Colleges, and under King's Students' Committees in Scotland, continues to be efficiently carried out, and, as a rule, the work throughout bears abundant evidence of much thought and purpose. In every case the Art Master has drawn up his own scheme of instruction, keeping the needs of the students specially in view.

"As year by year students are entering the Training Colleges better qualified in the subject of Drawing, an increasing amount of attention can be devoted to consideration of the underlying principles, and to instruction in the most approved methods of teaching the subject in the elementary school. In order to facilitate this, the Drawing instruction in every college practising school should be carried on in absolute harmony with the carefully considered principles laid down in the College Art Course, and if the school drawing instruction is not actually in charge of the College Art Master, as it is in several of the practising schools, it should at least be under his general supervision. He would then be in a much better position to show to his students the principles they have been studying put into actual practice, and the opportunities for giving instruction in actual teaching would be greatly increased. Importance of "Model" Scheme in Practising School.

"It would be a great help to the progress of the work if arrangements could be made for the Art Masters of the various Training Colleges and King's Student Centres to pay occasional visits to the other Training Colleges, and to compare notes and work with their professional brethren. As these Art Masters are all working for the same end, and with very much the same class of student, such intercourse should have a highly stimulating effect on the work all over. Conference of Teachers suggested.

"Progressive Nature-drawing is proving highly successful in the colleges where it has been properly taken up, but this valuable development of Nature-drawing.

drawing should be more in evidence than it is. In several cases, however, the provisions for carrying on this work are not very great, and in some of the colleges better accommodation will have to be provided before justice can be done to this important work.

Manual Work

"Provision has been made for giving manual instruction in woodwork to the male students in four of the Scottish Training Colleges; and it is hoped that all the colleges having male students in training will shortly be provided with well equipped manual training workshops.

"In all Training College courses in manual instruction, the design and construction of original models should find a place, and the attention of the students should be directed towards thinking out simple apparatus suitable for school use. The introduction of materials other than wood—*e.g.*, glass, vulcanite, tin-plate, wire, etc.—should be encouraged wherever suitable, and every effort should be made to develop originality on the part of the students as far as possible. So far as they have gone, most of the courses already established are tending towards this ideal, and every facility should be provided for future development on these lines.

Courses for emale Students.

"It would be an advantage if good courses of Manual Occupations, drawn up on thoroughly educational lines, suitable for women, and carefully correlated with the drawing instruction, could be arranged for in the various colleges. Such subjects as clay-modelling, stencil designing and cutting, stencilling, and cardboard-modelling—to mention some typical occupations—might be taken up. The clay-modelling and stencil designing would naturally form an actual part of the drawing instruction itself, while the cutting-out and use of stencil plates, instrument drawing, and cardboard-modelling would be carried on in a special Manual Training course."

Physical Training.

In connection with this branch it fell to me during the past session to pay visits to several of the Training Colleges. I found a keen interest taken by the students in this part of their work, and decided improvement on last year's appearance in practically all cases. Suitable gymnastic dress for the women students is desirable both on hygienic grounds and as being conducive to correctness of individual position. Practice in the instruction of *children* is an absolute necessity.

Captain Foster's Report.

An important step has been made in the appointment by your Lordships of Captain Alan Foster as Inspector of Physical Training, and I have pleasure in submitting the following suggestive Report which he has prepared as a result of his observations on the Training of Teachers in this subject:—

"I regret that my experience in this service has been so short that I do not yet have sufficient knowledge of the possibilities in this matter. I have a perfectly clear conception of the requirements.

"The root of the matter is in the Training Colleges. When these institutions can send out teachers with well-defined ideas as to the aims and methods of physical training, the subject will be put on a right footing in our schools. Until that time comes it will be necessary for us to do our best to assist the teachers who passed through the training college before this phase of education began to receive the attention which it deserves.

"In the course of my visits I have found that all the Training College authorities are alive to the necessity for improvement; and it is my duty to report that all the Teachers whose classes I have visited have treated me with the greatest kindness, and have shown the utmost willingness to discuss with me any suggestions that I had to make. If this branch of education does not make rapid progress, it will not be for want of zeal in

the Teachers, for they all seem to be eager in the matter. What seems to be necessary is that a sufficient amount of expert advice should be made available to them.

"It is important that on the staff of each Training College there should be one member who thoroughly understands the aims and methods of Physical Training. In some of the Colleges good work is already done, and in all of them there is a strong desire to do good work.

"As some fifty per cent. of the children to be taught will always be girls, the presence of some Lady Instructors is desirable.

"It may be well to make it clear once for all that I do not think that military methods of Physical Education are suitable or necessary. For the girls military training is obviously inappropriate, and to many of the boys greater physical benefits will accrue from non-military methods.

"We shall have made great progress when the Teacher of each class can undertake the training of the children in Physical Exercises, just as he or she is at present responsible for their training in reading or arithmetic. By treating Physical Exercises as a branch of ordinary education, which all teachers profess as a matter of course, a far greater amount of Physical Training could be accomplished, and the dislocation of the time table which now sometimes occurs could be avoided.

"A great advance would be made if the large Boards, which control many schools and have the command of large funds, would each appoint one or more experts to advise their teachers, until the time comes when the teachers, owing to their more complete College training, are able to do without advice. The interest directed to this matter in recent years has created a supply of well-qualified instructors, of which the larger Boards could now avail themselves.

"It was proved to the Royal Commission on Physical Training (Scotland) 1903, that physical exercises may be not only not advantageous, but actually harmful, if they are improperly conducted; as is indicated in the following quotation from the report of the Commissioners:—

"'It is admitted that physical training may, if unsuitably or badly taught, be injurious to the young; that some exercises are unfitted for both sexes at certain ages; and that special weaknesses or defects may be aggravated, if exercises are improperly carried out.'"

Previous to Captain Foster's appointment, visits to different centres were paid by Lieutenant Whitton, Captain Macnee, Mr. Jamieson, and Mr. Philip.

Lieutenant Whitton, reporting on the Edinburgh Episcopal Training College, says: "Not only do the students perform their exercises with sprightliness and precision, but they impart instruction in a thorough manner." He remarks that the students seemed thoroughly to understand from a physiological point of view the reasons why the different exercises were given.

Commenting on the work done in Aberdeen, Captain Macnee remarks: "The programme of work professed was a very general one, and seemed well suited for the requirements of an elementary school." He mentions with special praise the serviceable and comely dress of the women students in Aberdeen United Free Church Training College.

Attention is directed by His Majesty's Inspector Mr. Jamieson to the undue length of the periods assigned to Physical Training in certain cases. "It is undesirable," he says, "that any period of physical instruction should exceed one hour."

His Majesty's Inspector Mr. Philip emphasizes the great importance of having a thoroughly competent accompanist when music is added to the drill. "In several cases," he says, "the trunk movements were performed too fast (no doubt owing to the musical accompaniment)."

Hygiene.

This subject has, during the past year, received fuller treatment in the Training Colleges, and the inclusion of clinical and experimental work in the course has been a step of very great importance. The following are quotations from a report on this subject by Dr. W. Leslie Mackenzie:—

"The results of examination show that, so far as verbal expression goes, the papers attain to a good standard, and will compare well with University papers on the same topics.

"The effort to introduce some clinical illustrations into the course was not an entire success. Too much is made of striking cases, and too little value is put on the slight cases that every school affords. I think much more might be made of the material found among the students themselves and among the practising school pupils. The aim of such courses is, I presume, to enable the teacher in after practice to maintain in his pupils the physiological normal of vigour and acquisition. He should be taught to observe the actual and to detect slight deviations from the normal. He should not have to rely on exceptional cases of disease abstracted from their school context. For eyes, ears, glands, throat, fatigue, circulation, respiration, warmth, posture, and many other matters of primary physiological importance in the school room, the practising school must always afford a variety of illustrative instances.

"Opportunity ought to be given for—

(*a.*) Practical inspection of the school buildings, including sanitary fittings.

(*b.*) Reports on the school ventilation, lighting, and heating.

(*c.*) Practical examination and testing of seats, desks, and school furnishings."

Music.

Dr. Somervell reports:—

"With regard to the Music in the Training Colleges there is nothing but good to report. The Lecturers are keen, and seem thoroughly to realise that it is their work to turn out efficient teachers of Music with as large an acquaintance with the best Music as possible.

"With regard to the Music at the King's Student centres, the general impression is depressing. Music *must* be taught in the schools; therefore it is necessary that some knowledge of the elements of Music must be taught to the students. But the idea that it has any real value does not seem to enter into the calculation of those who are responsible for the various time tables.

"Were Music merely an agreeable and highly respectable recreation, unworthy of serious consideration in education, their attitude would be comprehensible. But until they realise that Music is an educative force of the very highest value—as every great nation with a highly organised education has always discovered—so long will the teaching of Music in these centres be what it now is—purely mechanical and of little or no value.

"This side of the question has been alluded to in previous reports, but so far without result. It would be almost better that Music should not be taught at all than that it should be treated in this way; for the impression on the bulk of the students can only be that it is a subject of no value at all except as a mark-earning medium."

Needlework.

The Hon. Mrs. Colborne reports:—

"The instruction in Needlework is in general of a very satisfactory nature: the students are being better prepared than in former days to take up their work as teachers. They now spend a large portion of the time allotted to Needlework in learning how to teach the subject to classes of children; and they are trained to put to practical use the methods of making and mending garments, which formerly were only carried out in the form of 'exercises.'"

Household Management (*including Cookery and Laundry Work*).

Miss Crawford reports:—

"The extended system of training inaugurated last year has been largely taken advantage of. The classes extend over two years. In some cases the students attend in the evenings and on Saturday mornings; in others the training is given during the fortnight previous to the regular college work; others take it towards the completion of the terms.

"The lessons have for the most part been given at Schools of Cookery, under the supervision of fully qualified Cookery Teachers. Most of the time was devoted to practical work, but practice in demonstrating and in class teaching is also given." Cookery.

"Guidance should also be given as to the amount of writing to be done by children at a cookery or laundry class. The final practical tests given to students in some of the colleges were exceedingly well done.

"Owing to the physical strain demanded from the students in this subject, I would recommend that four lessons in laundry work be given to students of the first year only; in the second year the whole time might be devoted to cookery. Proficiency in both subjects is impossible in the time, and the relation of laundry work to cookery can be dealt with in two or four lessons." Laundry Work.

SECTION II.

University Subjects.

The number of University students is this year slightly in advance of the number in 1903. Of the 1,385 King's Scholars in attendance during the session, 465 were registered as University students and received part of their training at the University according to well defined courses of study. All the King's Students, numbering 193, were also in attendance at the University, thus making a total of 658, as compared with 639 in the previous year. Increase in number of Students.

Subject to certain indispensable requirements in the University course of study, the students are allowed considerable latitude in the choice of individual subjects according to their special aptitudes; and it is here that the guidance and advice of a Director of Studies are felt to be of the utmost importance. A very elaborate, clear, and useful scheme of alternative curricula leading to the Degree in Arts has been prepared for the guidance of the King's Students at Aberdeen, by Dr. Dey, the able convener of the Local Committee at that centre. There are no fewer than Alternative courses of Study.

six of these alternative courses. In each course the essential subjects required by ordinance or by the Department are enumerated, as also those subjects, one or more of which are necessary for the completion of the graduation course, and the selection from which is left in the hands of the student. The value of such a scheme cannot well be over-estimated.

Reports of Professors.

The several Professors and Lecturers of the university classes attended by these students make careful reports on the quality of the work done by each student, and from these reports a fair estimate of this portion of the students' training can be formed. The results are, on the whole, highly satisfactory. A very fair proportion of these students find their way into the university prize and merit lists; and it is gratifying to note that not a few are sufficiently advanced to enter, and do good work in, the Honours classes.

Education.

Education.—The reports are without exception of a very laudatory character. Professor Darroch expresses his great satisfaction with the industry and the behaviour of the King's Scholars attending his class. At the St. Andrews centre, Professor Edgar is of opinion that "the students are, on the whole, more eager, earnest, and able than those who were in the class last year". Mr. Clarke, Aberdeen, in reporting on the advanced class for Diploma work, held in the Summer Session, says: "Of the seven members of the class, four were graduates, the other three being in their third year of academic study. It is satisfactory to find a disposition toward extended, including post-graduate, study of a special character in line with the students' professional interests and requirements: besides its immediate benefit such study affords an earnest that students will sustain a high ideal of their profession, and will themselves seek to contribute towards its improvement and progress."

English.

English.—The proficiency of the students attending Professor Saintsbury's classes is, this year, very fair. The third prize in the Honours class and the fourth and tenth prizes in the ordinary class were gained by Normal students. Three prizes and eight first class certificates were gained by Normal students at Glasgow. Professor Raleigh says that, although a rather large proportion of these students fell into the third class, he is not dissatisfied with the results as a whole. A very high measure of success is shown at the Aberdeen centre, where many class honours and distinctions were gained by King's Scholars and Students. The work done at the other centres is also spoken of in commendatory terms.

Latin.

Latin.—The reports are generally favourable, the King's Students and Scholars showing, on the whole, good average proficiency. Few, however, reach the prize list.

Greek.

Greek.—Eleven students in all take this subject. All receive good marks. Professor Phillimore remarks of one of the four students attending his class that he "will make a good Honours man."

French.—The improvement noted by Dr. Sarolea in last year's report is well maintained. He notes a certain deficiency in general culture, a knowledge of French political and social history being especially lacking. A very favourable report comes from Monsieur Martin regarding the students attending his class at Glasgow. The students at Aberdeen also acquit themselves creditably; those at St. Andrews and Dundee, however, do not show to the same advantage. French.

German.—Twenty-three students attended the German classes. Five secure places in the Prize Lists, and the others, as a rule, obtain good marks. German.

Mathematics.—In his report on the Edinburgh King's Scholars attending the Mathematical class, Professor Chrystal remarks: "Although there are this year no students of exceptional merit, the general standard is higher than last year. Of the 34 students, 22 have passed the graduation examination at the first trial." Creditable work has also been done at Glasgow. Of the 86 students in attendance, 10 secure places in the class merit lists, and a very fair proportion gain good marks. Professor Steggall, Dundee, says: "These students have been creditably industrious, but they are not strong." Twelve out of the twenty-nine students in attendance at his class receive good marks. Mathematics.

Natural Philosophy.—There is still considerable variety of attainment among the students attending classes in this subject, and the general level is not very high. Professor Gray, Glasgow, states that the subject is found difficult by beginners. "There is very little dynamics done in the schools, and the little a student does know on entering the class has almost invariably to be revised and corrected." Professor Niven, Aberdeen, thinks that the King's Students and Scholars this year are fairly representative of the whole class, and secure prizes and places in the merit list in fair proportion to their numbers. Natural Philosophy.

Moral Philosophy.—The King's Scholars attending the Moral Philosophy classes show good proficiency, as a rule. Professor Jones, Glasgow, desires to "accentuate the work of the students who in so large and heavily worked a class gain a high place and certificate of merit"—13 of the 51 students in attendance, it may be mentioned, falling into this category. The general level of attainment at Aberdeen is very high. Professor Baillie describes the lady student who attended his Honours class and also gained a special prize for Comparative Psychology, as "a very able student of unusual all-round capacity—one of the most distinguished students of the year." Moral Philosophy.

Logic.—There appears to be an appreciable improvement this year in the quality of the work at Edinburgh. Very fair results are shown by the students attending Professor Latta's class at Glasgow; also by those at the St. Andrews and Dundee centres. At Aberdeen the attainments are exceedingly praiseworthy. Professor Davidson remarks: "A goodly number of Logic.

these students did brilliantly, achieving places in the prize list or in the order of merit; and in the Honours class Miss Murdoch carried everything before her—even the Hutton prize of £30, and the Bain Gold Medal. This is the first time that these University prizes have been won by a woman."

History. *History.*—The results in this subject are as a rule very good. A few of the students at Professor Lodge's class did rather inferior work; but, as a whole, his report is more favourable than that of last year; and it is to be noted that the first and sixth places in the merit list were secured by Training College students.

Chemistry. *Chemistry.*—All the reports on the students' work in this subject, whether in the Practical or in the "Systematic" classes, are very creditable.

Botany. *Botany.*—With the exception of Dundee, where the practical work is reported to be rather inferior, all the centres receive favourable reports.

Zoology. *Zoology.*—Twenty students attended the Systematic and the Practical classes in this subject at Aberdeen during the summer session, with very fair results. Very good work was done by those in the Practical Class at the Dundee centre, and twenty-two of the thirty-six students who attended the Systematic course acquitted themselves very creditably.

Geology. *Geology.*—Five students attended the class in this subject at Edinburgh, and gained good marks. One student took both the Systematic and the Practical class at Aberdeen.

Political Economy. *Political Economy.*—Very creditable work has been done by six of the seven students who attended the classes in this subject.

SECTION III.

King's Scholarship Examination and the Reports of the Examiners.

Quality of papers generally. Except with reference to Languages, these reports are rather more favourable than they were last year. Improvement is indicated in several subjects, notably in English and History; but a considerable proportion of exceedingly weak papers still falls to be noted. Slovenliness and carelessness are remarked on by a considerable number of the examiners; and, while diligence on the part of the candidates is always evident, the grasp of a subject and the freedom in dealing with it which ought to result from well-directed study are often sadly to seek.

School Management. Criticism is passed upon the inability of many candidates to grasp the precise significance of a question. Thus, one question which asked the candidate to explain the importance of a good style of questioning was frequently replied to by the indication of various good methods of questioning. Irrelevant answers are

exceedingly common. One examiner remarks: "The candidates seem to be under the impression that quantity, not quality, is the chief desideratum." Regarding the passage which was set for explanation, another examiner says: "The failure in this is largely due to the almost incredible fact that the passage had been unknown to the vast majority of the candidates; and the situation, characters, and allusions were made the subjects of the wildest guesses." The papers of those who had not been pupil-teachers were usually superior in general style to those of the pupil-teachers; though the latter naturally possessed a technical knowledge which resulted in the average mark being practically equal for the two classes.

English. The least satisfactory part of the English paper was the Composition. One examiner says: "With few exceptions, both of these subjects—'Thrift' and 'Hobbies'—received precisely the same treatment; and striking similarities were observed, both in matter and in form, in essays written as far apart as Lerwick and Glasgow, Oban and Dundee. The stereotyped formula was: a paragraph on the meaning of the word, followed by a few commonplaces on the advantages and disadvantages of 'Thrift' and 'Hobbies,' as the case demanded. The essays are marked by poverty of vocabulary and by colloquialisms." Paraphrasing is fairly well done, but "there is a tendency," as one examiner puts it, "to use preconceived ideas not actually contained in the passage set. More acuteness and exactness of apprehension in reading should be aimed at." In the analysis the first passage was too hard for almost all the candidates, but the second was often accurately done. Parsing was good, though not always quite full enough. The correction of sentences was not well done as a rule. While the glaring errors were detected, nearly all candidates missed certain points; confusing, for example, "identity" with "identification." In the words of another examiner "the heinousness of a 'Split Infinitive' was known to very few." The questions on the history of the language were usually well done. Derivations were at times amusing. "Plutocracy" was defined as "an exposition of the doctrines of Pluto." "Cannibal" was derived from "Canibalis, a Roman general"; "Hannibal, a cruel ruler"; and "Canabalus, a sea monster." Considerable inaccuracy was shown in the answers to the question dealing with the "Augustan Age," and comparatively few understood the term.

Arithmetic and Algebra. Many of the papers show that the candidates have been well-trained in sound and intelligent methods; but approximations and contracted methods are almost invariably shirked. Papers which gave a clear and concise statement of the process of reasoning were the exception. One examiner remarks: "The most gratifying feature was the large number who were able to justify by a diagram the process of cancelling between numerator and denominator." In Algebra the work is in many cases of a very superficial type, and the conceptions candidates have of the meanings of processes must be exceedingly vague. The scribbling

page is not used in anything that can be called a reasonable manner, and neatness of work is remarkable, as a rule, only in those papers where the work itself is of the best quality.

Geometry, &c. "Geometry," says one examiner, "so far as it involved Euclidean propositions, was satisfactorily done. The first question, which was meant to test the student's power of giving a short reasoned discussion on a group of geometric facts, was, as a rule, not well answered." The least satisfactory part of the work was Mensuration. "Few of the candidates," one examiner says, "were capable of even drawing the figure for Question 4." Inaccurate use both of language and of symbols was very prevalent.

Geography. All the examiners remark that pupil-teachers do not receive sufficient practice in writing papers in this subject; and one suggests that the pupil-teachers' examination papers might profitably be kept for inspection. While a fair amount of geographical knowledge is displayed, there is a lamentable want of proportion. This is evident in map-drawing, where students insert with surprising accuracy details of no moment, yet are unable to place with even approximate correctness towns of great commercial importance.

The Physical Geography is usually of a very vague sort. Phenomena such as the Tides are very imperfectly understood, and very few of the candidates had any real conception of what the Ecliptic is. "More practice in written work," says one examiner, "would eliminate such blunders as these: 'The Ecliptic is the path described by the moon in its anular (*sic*) journey round the earth'; 'The Suez Canal effects a great saving in the consummation of coal.'"

History. On the whole the results are satisfactory. One of the men, an Alness pupil-teacher, and one of the women, an Eyemouth pupil-teacher, each received 96 per cent. Irrelevant answers are only too common, and the questions in Scottish History are very unsatisfactory. There is the usual crop of blunders. "One candidate," says an examiner, "threw a new light on the fiscal question by her statement that the country is crippled by the importation of foreign *corns*." The papers done by the non-pupil-teacher students who sat at the Notre Dame Training College Centre are mentioned as being exceptionally good.

Latin. The average mark was only 42·8 per cent. The questions on syntax were badly done. The candidates had the general idea that the subjunctive mood expresses a supposition, but they could not state with any clearness why it occurred in a particular case. The translation of sentences from English into Latin was also badly done.

Greek. Six candidates took Greek, and the average mark was just under 50 per cent.

French. "Candidates do not realise," says one examiner, "what is involved in translation, and their attention has not been sufficiently drawn to the technique of the art." Differences in the

quality of work are, as one examiner points out, local rather than individual. Good papers are written by students from good central classes, but rarely by country pupil-teachers. Nonsense continues to be written. "*Il fut pris au mot et à la lettre*" is translated 'He was taken to pieces and put together again'; and 'It was taken to the editor and the printing office.' "Accurate observation," remarks another examiner, "is not less essential for literary than for scientific study. Defect of it led to the frequent confusion of *rencontrer* and *raconter, conte* and *compte, embrasser* and *embarrasser.*" The general conclusion seems to be that the essential and the normal are neglected in the study of grammatical minutiæ.

German. The papers were as a whole fairly done. While the number of *very good* papers was comparatively small, papers which might be regarded as *good* were rather more numerous than usual. There is still the faithful minority of those who know nothing about the language, and who yet regard it apparently as a sacred duty to attempt the paper. The simpler idiomatic phrases were badly rendered: e.g., "*um halb fünf Uhr,*" the meaning of which would presumably have been learned during the first month's study of the language, was wrongly rendered by a large number of candidates. The treatment of cases discloses in too many instances gross ignorance of elementary English grammar. An increasing number of students use German script.

Gaelic. The papers were considerably superior to those of former years, especially in respect of orthography. Translations were well done. Some leeway has to be made up in accidence and syntax. The best paper was that of a pupil-teacher from Planasker.

Domestic Economy. The papers are, on the whole, very good, and an average of 75 per cent. is gained. The questions on Cookery gave candidates opportunity for displaying considerable ignorance. One girl, in making mutton broth, takes four pounds of mutton and one *gill* of water! Another suggests that the remainder of a roast might be served up on the third day as fish cakes! The "text-book" questions were not so well answered as those which could be answered from household experience.

Penmanship. The examiners remark that candidates display an evident lack of training in this subject. A great variety of style prevails, and disparity in size of letters is remarked upon. The Dictation exercise is done with great accuracy, but one examiner directs attention to the growing tendency to leave "i" undotted, especially where it might conceivably serve as an "e."

Music. Most of the students took the sol-fa notation, and answers were very satisfactory as a rule. Transposition and the recognition of voice compass were unsatisfactory. The inter-relation of the two systems is not clearly understood. One examiner remarks: "If the candidates had been trained to teach the singing of their classes, better and more accurate results would have been obtained."

SECTION IV.

Reports on Acting Teachers' Papers.

Certificate Examination—July 1904.

Quality of Papers generally.

The general tone of criticism is of the same unfavourable character as last year. Lack of genuine grasp and slavish adherence to book-methods are discernible in almost every paper. Moderately good work is done when mere reproduction or mechanical performance is sufficient, but as soon as there is a call for original thought in the construction of an answer a break-down is apparent.

Probably because it is not so frequently "got up" from text-books, School Management is usually the best paper. Music, too, is rather more favourably reported on. But on the whole these reports make depressing reading.

As regards the separate subjects:—

Arithmetic and Algebra.

In Arithmetic and Algebra several examiners complain of the abuse of the scribbling-page; and, while almost all comment favourably on the neatness of the work, the condemnation of cumbrous methods and circuitous processes is practically unanimous. Approximation, even in such a case as that of "the nearest penny," is seldom understood. Decimals are frequently shunned, and the printed instructions are too often disregarded. The attempts to explain rules are unsatisfactory. Of Algebra one examiner says: "The knowledge of Algebra shown even by second year's students can never be of any practical value. The question in simplification was badly done. Too many gave only one value of 'x' in solving a quadratic equation, and solution by means of factors was too rarely attempted."

English.

"Uniformity on a moderately good level is the marked characteristic of these papers. The work shows in all cases the results of diligent study." These sentences are typical of the examiners' reports. "The mere bookwork is well done, but the delineation of a character in a drama is too often suggestive of digests and commentaries." "It would be well for candidates," remarks one examiner, "to remember constantly that 'the play's the thing.'" "While the candidates did not lack either ideas or fluency, their arrangement of matter was generally poor, and the vocabulary was conversational rather than literary." The proper use of the paragraph is not generally understood. The essays are rather disappointing. Of them one examiner says: "The favourite subjects were 'War' and 'The Freedom of the Press.' In the treatment of both subjects there is a tendency to expatiate on one point; with the result that, in the one, the essay is an unmixed tale of woe, and, in the other, a dissertation upon the newspaper."

Paraphrasing is ill-understood by the candidates; and the grammatical questions are as a rule badly answered. Misspellings are too common, such forms as "passtime," "bycicle," and "developement" being of frequent occurrence. Explanation of the apostrophe in the possessive case was generally erroneous; and "needs" in the sentence "I needs must go," was often said to be an impersonal verb! "The answers to this part of the paper," says one examiner, "seem to indicate that candidates should give more time to the study of grammar from the historical point of view."

French. The number of really good papers is extremely small, and as a rule the candidates who write these hold some qualification, such as the L.L.A. "Such candidates," suggests one examiner, "might be permitted to proceed directly to the second year's examination." The same examiner suggests that greater insistence upon evidence of continued study, as specified in Art. 80, might be productive of good results. Translation into English is fairly good; though the English itself is frequently defective, and few candidates give accurate renderings of the niceties of French construction. The attempts at translation into French nearly always contained gross errors. The question which gave short sentences for translation was answered in such a way as to prove clearly that very few indeed of the candidates had had opportunities for conversation in French. Many of the second year's candidates translated the poetry in a line for line form, each line beginning with a capital. "Marks would have been much lower," says one examiner, "had not one sought, with a diligent search, for fragments of correct writing, and assessed them at their full value." The free composition was usually unsuccessful. The subject almost invariably chosen was The Battle of Bannockburn; "and the issue," says the same examiner, "was much more creditable to their patriotism than to their French." The chief difficulties in vocabulary were *faux monnayeurs de noblesse*, *reître*, and *lansquenet*. The significance of the imperfect tense as distinct from the preterite was often not observed.

German. Translation from German was well done by many candidates; though insufficient vocabulary led frequently to absurd renderings—such as "my wooden maiden" for "mein holdes Mädchen." A most striking error of general occurrence was the confusion of "sie" and "Sie." Far too many of the second year's candidates had entered without sufficient preparation, and very few of them did well the passage for German prose. Nearly all candidates, of both years, wrote legibly in German characters.

Greek. No candidate attempted the first year's paper. For the second year's paper there were two candidates; one of whom received 3 marks, and the other 10, out of 100.

Latin. While a few papers were quite worthless, a number were distinctly good. The female candidates at Aberdeen gave the

best answers. Reasonably difficult passages from Cæsar and Livy are well rendered, but the translations from Virgil and Ovid are usually "pure nonsense." Although a question in scansion is regularly set, the construction of the Latin hexameter is still unknown to the candidates.

Mathematics. Bookwork is well done, but figures are not well drawn. Mere mechanical work is satisfactory, but when plain thinking is wanted, the supply is not always equal to the demand.

Music. The papers, taken as a whole, were very satisfactory. It is gratifying to note a growing appreciation of the staff notation, and a clearer recognition of the connection between the two systems. The chief stumbling blocks were the *augmented 4th* and the *diminished 7th*. The explanations of musical terms were frequently either too brief or too vague. *Pace* was frequently given for *pitch*, and *vice versa*. The absence of what the examiner calls "subsidiary scribbling" may be taken to indicate an improving mastery of the subject.

Geography and History. The most striking feature of these papers was the very poor quality of the work in most cases. Really good papers were very few.

Dictation and Penmanship. Dictation was generally very well done. Misspellings were rare; but the practice of touching up ambiguous letters to do duty for two or more possible spellings is much to be deprecated. Many of the candidates failed to gauge the proper size of *large hand*, and lost marks in consequence.

School Management. The papers in this subject show more sensible preparation than in former years. Irrelevant detail is the general defect; but a greater familiarity with educational principles is displayed. Occasionally the answers to the questions regarding Locke and Jacotot showed that candidates had remembered the letter, but failed to grasp the spirit.

Domestic Economy. The papers were uniformly good, though the answers were often too long. Questions on food and its composition, where definite knowledge was required, were answered in too general terms. Theine and tannin in tea, caffeine and caffeic acid in coffee, and theobromine in cocoa were referred to by many in a hopelessly confused manner—the result, undoubtedly, of text-book cramming. Questions on clothing, washing, health, and care of the sick were answered obviously from experience, and therefore with accuracy; but the precise effect of filtration of water was not understood by many.

Special Paper for Graduates. The work is on the whole very creditable. The average mark gained by the men is 55·7 per cent.; by the women, 54·7. One of the women heads the list with 77 per cent. While the composition of the answers was good, there was a considerable amount of slovenly handwriting. Spelling was generally quite good; but it is strange that several candidates, writing about pronunciation,

should drop into such a misspelling as "pron*ou*nciation." Each of the twenty questions—*except Question A3., on the value of a knowledge of phonetics as a help to the teacher of reading*—was answered by some candidate or other.

Loss of marks was caused mainly by

(*a*) failure to deal with the questions as practical problems in the teaching of children.

(*b*) Writing "at large"—often at most unnecessary length—without tackling the specific problem set in the question. This latter fault was especially noticeable in the answers to Question H. These answers generally dealt with *any* passage instead of with "*the above passage.*"

In conclusion, I beg leave to express here my grateful acknowledgment of the very large amount of most valuable aid rendered to me by Mr. Crombie in connection with the compilation of this report.

I have the honour to be,

MY LORDS,

Your Lordships' obedient Servant,

A. E. SCOUGAL.

To the Right Honourable

The Lords of the Committee of Council

on Education in Scotland.

Training Colleges under Inspection.

Name of Training College.	Name and Address of Correspondent.
For both Masters and Mistresses.	
Edinburgh, Church of Scotland, *Johnston Terrace, Castle Hill.*	S. S. Laurie, Esq., LL.D., 16, Chambers Street, Edinburgh.
Edinburgh, United Free Church, *Moray House.*	A. Mackenzie, Esq., United Free Church Educational Committee, Edinburgh.
Glasgow, Church of Scotland, *Dundas Vale.*	A. M. Williams, Esq., Church of Scotland Training College, New City Road, Glasgow.
Glasgow, United Free Church	A. S. Baird, Esq., United Free Church Training College, Glasgow.
Aberdeen, Church of Scotland	G. A. Simpson, Esq., 9, Golden Square, Aberdeen.
Aberdeen, United Free Church	G. C. Fraser, Esq., United Free Church Training College, Charlotte Street, Aberdeen.
For Mistresses only.	
Edinburgh, Scottish Episcopal, *Dalry House.*	Rev. J. R. Leslie, Dalry House, Edinburgh.
Glasgow, Roman Catholic	Miss M. A. Lescher, Roman Catholic Training College, Dowanhill, Glasgow.

Local Committees for the Training of King's Students.

Committee.	Name and Address of Correspondent.
Aberdeen	R. Walker, Esq., The University, Aberdeen.
Dundee	W. A. Watterston, Esq., University College, Dundee.
Glasgow	J. Clark, Esq., 2, Kelvingrove Terrace, Glasgow, W.
St. Andrews	A. Bennett, Esq., The University, St. Andrews.

TRAINING OF TEACHERS.

STATISTICS FOR THE YEAR 1903–1904.

LIST OF TABLES.

1. Summary showing Original Cost of Training College Buildings towards which Grants were made; and Receipts and Expenditure of Training Colleges in 1903.
2. Table showing Average Cost per Student at each Training College in 1903.
3. Table showing Income and Expenditure of Training Colleges for 1903.
4. List of Grants paid to Local Committees for King's Students, 1903–4.
5. Table showing the number of those recognised as Certificated Teachers in each of the years 1895–1904.
6. Table showing particulars of Students in Training, 1903–4.
7. Table showing the number of Students recognised as qualified to teach certain subjects on the completion of their training in 1904.
8. Table showing results of the Oral and Written Examinations in Modern Languages, 1904.
9. List of Courses for Teachers sanctioned under Art. 91 (*d*) of the Code, with Summary.
10. Summary of Results of King's Scholarship Examination, December 1903.
11. Summary of Results of Certificate Examination, July 1904.

TABLES.

(No 1.)

SUMMARY showing ORIGINAL COST of TRAINING COLLEGE BUILDINGS, towards which GRANTS were made by the COMMITTEE OF COUNCIL ON EDUCATION; RECEIPTS and EXPENDITURE of TRAINING COLLEGES in 1903.

DENOMINATION.	Original Cost of Buildings.			Receipts in 1903.		Expenditure in 1903.
	Subscribed.	Granted by Committee of Council.	Total.	From Committee of Council on Education.	From other Sources.	
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Church of Scotland - - - - -	14,699 7 10	11,847 8 0	26,546 15 10	22,710 13 1	6,466 10 1	29,177 3 2
United Free Church - - - - -	14,467 18 6	7,492 10 0	21 960 8 6	23 022 17 2	3,182 0 9	26,204 17 11
Episcopal Church - - - - -	- - -	- - -	- - -	2,865 0 3	1,052 10 3	3,917 10 6
Roman Catholic Church - - - -	- - -	- - -	- - -	3,406 5 1	1,297 7 5	4,703 12 6
Total - - - -	29,167 6 4	19,339 18 0	48,507 4 4	52,004 15 7	11,998 8 6	64,003 4 1

(No. 2.)—TABLE showing how much of the COST of a STUDENT in each TRAINING COLLEGE was owing to TUITION, KEEP, and GENERAL EXPENDITURE in 1903.

TRAINING COLLEGE.		Number of Students.	ACTUAL AMOUNT OF EXPENDITURE UNDER THREE HEADS, AND IN THE AGGREGATE.									AMOUNT OF ANNUAL COST *per Student* UNDER EACH HEAD, AND IN THE AGGREGATE.											
			Tuition and other Expenses of Instruction. I.			Board, Fuel, and other Expenses of Keep. II.			Permanent Establishment Charges, &c. III.			Total.			I.			II.			III.			Total.		
			£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
FOR MISTRESSES ONLY.	Edinburgh (Episcopal).	72	1,915	9	3	1,286	9	6	540	1	3	3,742	0	0	26	12	1	17	17	4	7	10	0	51	19	5
	Glasgow (Roman Catholic).	105	1,589	2	3	2,366	16	4	740	4	10	4,696	3	5	15	2	8	22	10	10	7	1	0	44	14	6
FOR BOTH MASTERS AND MISTRESSES.	Aberdeen (Church of Scotland).	130	3,297	4	10	2,543	4	0	643	9	11	6,483	18	9	25	7	3	19	11	3	4	19	0	49	17	6
	Aberdeen (United Free Church).	130	3,271	16	8	2,558	19	2	613	13	11	6,444	9	9	25	3	5	19	13	8	4	14	5	49	11	6
	Edinburgh (Church of Scotland).	219	5,745	4	7	4,673	14	4	1,450	7	6	11,869	6	5	26	4	8	21	6	10	6	12	5	54	3	11
	Edinburgh (United Free Church).	221	6,087	10	5	4,742	8	8	782	2	5	11,612	1	6	27	10	11	21	9	2	3	10	9	52	10	10
	Glasgow (Church of Scotland).	250	6,242	3	3	5,108	17	9	1,601	0	6	12,952	1	6	24	19	4	20	8	9	6	8	1	51	16	2
	Glasgow (United Free Church).	248	6,516	7	5	4,974	4	0	716	12	7	12,207	4	0	26	5	6	20	1	2	2	17	9	49	4	5
		1,375	34,664	18	8	28,254	13	9	7,087	12	11	70,007	5	4	25	4	2	20	11	0	5	3	1	50	18	3

(No. 3.)—TABLE showing the INCOME and EXPENDITURE of

TRAINING COLLEGE.	INCOME (Amounts					
	1. Grants from Scotch Education Department.		2. Proceeds of Land or Capital Sums.		3. Subscriptions and Donations.	
	a. Under Scotch Code.	*b.* For Science and Art.	*a.* Inalienable from the College by Law.	*b.* Alienable from the College at Discretion.	*a.* From Individuals.	*b.* From Diocesan Boards and other Charitable Bodies.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
CHURCH OF SCOTLAND at Aberdeen	4,790 15 0	- - -	- - -	- - -	- - -	- - -
CHURCH OF SCOTLAND at Edinburgh	8,649 14 7	- - -	- - -	- - -	- - -	- - -
CHURCH OF SCOTLAND at Glasgow	9,270 3 6	- - -	- - -	- - -	- - -	- - -
UNITED FREE CHURCH OF SCOTLAND at Aberdeen	4,727 0 11	- - -	- - -	- - -	- - -	136 7 6
UNITED FREE CHURCH OF SCOTLAND at Edinburgh	8,865 3 11	- - -	- - -	- - -	- - -	167 0 4
UNITED FREE CHURCH OF SCOTLAND at Glasgow	9,430 12 4	- - -	- - -	- - -	- - -	293 16 3
EPISCOPAL CHURCH at Edinburgh	2,865 0 3	- - -	- - -	- - -	83 11 0	75 0 0
ROMAN CATHOLIC CHURCH at Glasgow	3,406 5 1	- - -	- - -	- - -	- - -	605 9 2
Total	*52,004 15 7	- - -	- - -	- - -	88 11 0	1,277 13 3

* Under the Code the grant due for a year cannot be determined until the accounts for the same year have been closed, the 1st of March, 1st of June, and 1st of September (Art. 90*a*), and the balance as soon as possible after the close of

Paid *in* 1903.

Grant for 1902	£14,528 15 7
„ 1903	37,476 0 0
Total	£52,004 15 7

(No. 3.)—TABLE showing the INCOME and EXPENDITURE of

TRAINING COLLEGE.	EXPENDITURE (Amount									
	1.			2.	3.	4.	5.	6.	7.	8.
	Salaries of Teachers or Officers engaged in Discipline.	University Fees.	Practising School Fees.	Books, Apparatus, and Stationery.	Printing, Postages, and other Office Charges.	Board.	Washing (if not included under any other Head).	Wages of Servants not engaged in Instruction or Discipline.	Fuel and Light.	Medical Attendance.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
CHURCH OF SCOTLAND at Aberdeen	2,223 7 6	310 19 0	260 0 0	502 18 4	180 15 0	1,014 16 6	50 14 2	99 7 0	131 16 0	31 17 0
CHURCH OF SCOTLAND at Edinburgh	3,543 3 3	845 5 0	438 0 0	913 16 4	363 10 2	2,751 8 0	90 9 4	328 1 11	170 9 0	61 6 11
CHURCH OF SCOTLAND at Glasgow	3,948 11 3	832 13 0	500 0 0	969 19 0	230 16 8	2,910 4 1	62 13 10	141 3 9	166 4 1	54 5 4
UNITED FREE CHURCH at Aberdeen	2,152 11 10	252 9 0	260 0 0	606 15 10	129 9 2	952 5 0	- -	113 11 6	58 7 8	21 0 0
UNITED FREE CHURCH at Edinburgh	4,106 3 11	601 13 0	439 19 0	949 3 6	205 13 6	2,843 16 2	53 13 1	305 9 11	168 9 7	45 14 11
UNITED FREE CHURCH at Glasgow	3,783 18 4	1,123 19 0	484 9 0	1,124 1 1	87 12 7	2,807 15 0	- -	180 1 11	86 5 5	25 0 0
EPISCOPAL CHURCH at Edinburgh	1,413 2 0	22 1 0	144 0 0	336 6 3	75 3 4	747 9 6	133 2 8	92 4 0	129 15 10	35 17 6
ROMAN CATHOLIC CHURCH at Glasgow	1,095 5 4	33 12 0	133 6 8	326 18 3	9 9 7	1,870 0 0	187 0 0	135 0 0	141 6 10	33 9 6
Total	22,271 8 6	4,022 11 0	2,659 5 8	5,711 18 7	1,282 10 0	15,897 14 3	577 13 1	1,395 0 0	1,052 14 5	308 10 4

* The amounts entered in Column 12 are not actual payments by the colleges. They represent that part of the cost lodging of the Students and the bursaries entered under No. 4, paid to them towards it, *vide* special arrangement

TRAINING COLLEGES, in the Year ended 31st December 1903.

actually received during the Year).

4. Fees of Students.		5. Exhibitions.		6.	7.	8.	9.
a. Paid by themselves or their Relatives.	*b.* Paid by Private Patrons.	*a.* Permanently established.	*b.* This Year, but not sure to be renewed.	Collections in Churches and Chapels.	From Students for Books sold to them.	From other Sources.	Total Income.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
905 16 0	- - -	- - -	- - -	- - -	248 0 0	96 11 10	6,041 2 10
2,271 4 0	- - -	- - -	- - -	- - -	- - -	16 10 8	10,937 9 3
2,088 18 0	- - -	43 15 0	- - -	- - -	22 7 3	20 1 0 †1,230 0 0	12,695 4 9
395 17 0	- - -	- - -	10 0 0	- - -	316 19 10	15 14 10	5,602 0 1
1,667 4 7	- - -	103 0 0	- - -	- - -	528 16 6	- - -	11,331 5 4
1,229 18 0	- - -	87 2 6	- - -	- - -	1,085 12 8	12 0 0	12,139 1 9
717 15 2	- - -	- - -	- - -	- - -	319 16 6	4 13 3	4,070 16 2
451 16 0	- - -	- - -	- - -	- - -	145 15 0	- - -	4,609 5 3
9,728 8 9	- - -	233 17 6	10 0 0	- - -	2,667 7 9	1,415 11 7	67,426 5 5

audited and returned to the Scotch Education Department. Instalments of grants are therefore paid in advance on the year (Art. 90c).

GRANT *for* 1903.

Paid in 1903	£37,476 0 0
„ 1904	15,014 0 1
Total	£52,493 0 1

TRAINING COLLEGES, in the Year ended 31st December 1903—*continued.*

actually disbursed during the Year).

9. Replacement of Furniture, Repairs to Buildings, Cleaning, &c.	10. Rent, Rates, Taxes, and Insurance.	11. Garden and Sundry other expenses.	12. See Footnote.*	13. Certified Expenditure Art. 89(*a*).	14. Other Payments included in College Balance Sheets and inadmissible under Art. 89(*a*).			15. Total Expenditure of College.
					Practising School.	University Fees.	Other Payments.	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
178 18 9	283 16 2	- - -	1,214 13 4	6,483 18 9	- - -	7 8 6	96 9 1	5,373 3 0
475 11 4	590 13 5	20 12 7	1,272 0 0	11,369 6 5	- - -	- - -	315 2 6	10,912 8 11
953 16 8	414 3 8	2 3 6	1,774 6 8	12,952 1 6	- - -	9 19 6	†1,362 16 4 341 0 7	12,891 11 3
157 7 6	326 17 3	- - -	1,413 15 0	6,444 9 9	- - -	5 17 0	39 0 1	5,075 11 10
394 8 10	149 10 3	32 9 10	1,325 5 0	11,612 1 6	- - -	- - -	231 19 6	10,518 16 0
283 19 3	345 0 9	- - -	1,875 1 8	12,207 4 0	92 11 11	2 3 6	183 12 4	10,610 10 1
326 7 8	138 10 3	- - -	148 0 0	3,742 9 0	180 0 0	- 10	143 0 0	3,917 10 6
211 0 9	474 4 0	45 10 6	- - -	4,696 3 5	- - -	- - -	7 9 1	4,703 12 6
2,981 10 9	2,722 15 9	100 16 5	9,023 1 8	70,007 5 4	272 11 11	25 19 0	2,720 9 6	64,003 4 1

of maintenance which is borne by the non-resident students (*i.e.*, the difference between the actual cost of the board and stated in Report of Committee of Council on Education 1864-5, p. 31. † For new buildings

(No. 4.)

LIST OF GRANTS for the Training of King's Students paid to Local Committees for the Year 1903-1904 under Art. 91 of the Scotch Code.

Name of Committee.	No. of King's Students.			Amount of Grant.		
	Male.	Female.	Total.	£.	*s.*	*d.*
Aberdeen - - - -	31	39	70	2,153	18	9
Dundee - - - -	10	50	60	1,657	18	5
Glasgow - - - -	4	26	30	876	4	5
St. Andrews - - -	7	21	28	875	0	0
Totals -	52	136	188	5,563	1	7

(No. 5.)

STATEMENT SHOWING THE NUMBER OF King's Scholars, King's Students, Acting Teachers (Art. 79), and Graduates, who were recognised as Certificated Teachers, and the number of Teachers' Certificates issued after probation (Art 51) in each of the years 1895 to 1904.

YEAR.	MALES.						FEMALES.						GRAND TOTAL.	Number of Teachers' Certificates issued after probation (Art. 51.)		
	King's Scholars.	King's Students.	Acting Teachers (Art. 79.)	Graduates (Art. 47, II. (c))	Graduates (Art. 48 (b).)	TOTAL.	King's Scholars.	King's Students.	Acting Teachers (Art. 79)	Graduates (Art. 47, II. (c).)	Graduates (Art. 48 (b).)	TOTAL.		Males.	Females.	TOTAL.
1895	140	—	7	27	—	174	381	—	175	—	—	556	730	159	323	482
1896	120	—	2	35	—	157	346	—	161	3	—	510	667	183	472	655
1897	84	—	5	37	—	126	360	—	226	3	—	589	715	220	635	855
1898	113	2	2	32	—	149	369	3	200	2	—	574	723	146	524	670
1899	146	14	1	31	1	193	334	8	215	5	3	565	758	114	537	651
1900	152	18	7	28	1	206	394	18	340	10	3	765	971	114	513	627
1901	143	22	3	29	—	197	366	14	314	12	—	706	903	130	564	694
1902	181	26	13	18	1	239	470	28	307	7	3	815	1,054	161	674	835
1903	115	11	8	25	5	164	443	11	376	7	6	843	*1,007	164	689	853
1904	170	15	9	20	7	221	491	35	505	10	12	1,053	1,274	208	752	960
Total for 10 years	1,364	108	57	282	15	1,826	3,954	117	2,819	59	27	6,976	8,802	1,599	5,683	7,282

* After the year 1902 Students proceeding to a 3rd year of training were not recognised as Certificated until their full period of training was completed—otherwise the total for 1903 would have been 1,108.

(No. 6.)

TABLE SHOWING particulars of Students in Training during the Year, 1903-4.

(Excluding Students who left during the course of the year.)

Institution.	Number of Students for which College or Committee is at present recognised. (1905)	Male Students of				Female Students of				Total number of Students.*				Number of Students who attended University Classes.			Number of Students, who completed 2 years of training, and were:									Number of 3rd year Students who were					
																	Allowed a third year of training in terms of Art. 83 (c).			Recognised as Certificated Teachers.			Not so recognised.			Recognised as having satisfactorily completed a third year of training.			Not so recognised.		
		1st Year.	2nd Year.	3rd Year. (Art. 83 (c))	TOTAL.	1st Year.	2nd Year.	3rd Year (Art. 83 (c))	TOTAL.	1st Year.	2nd Year	3rd Year (Art. 83 (c))	TOTAL.	Males.	Females.	TOTAL.	Males.	Females.	TOTAL.	Males.	Females.	TOTAL.	Males.	Females.	TOTAL.	Males.	Females.	TOTAL.	Males.	Females.	TOTAL.
TRAINING COLLEGES:—																														
Aberdeen Church of Scotland	130	6	6	6	18	55	57	—	112	61	63	6	130	14	1	15	3	—	3	2	57	59	—	—	—	6	—	6	—	—	—
Edinburgh " "	220	28	37	9§	74	61	73	7‡	141	89	110	16	215	56	42	98	12	7†	19	25	66	91	—	—	—	9§	7‡	16	—	—	—
Glasgow " "	250	39	35	7	81	86	76	4	166	125	111	11	247	76	26	102	6	2	8	29	74	103	—	—	—	7	4	11	—	—	—
Aberdeen United Free Church	130	11	7	5	23	51	55	1	107	62	62	6	130	15	11	26	3	—	3	4	55	59	—	—	—	5	1	6	—	—	—
Edinburgh " "	220	30	36	16	82	64	66	6	136	94	102	22	218*	49	24	73	7	6	13	29	59	88	—	—	—	15	6	21	—	—	—
Glasgow " "	250	37	41	4	82	82	80	3	165	119	121	7	247	82	57	139	5	4	9	34	72	106	1	—	1	4	3	7	—	—	—
Edinburgh Episcopal	72	—	—	—	—	36	34	1	71	36	34	1	71	—	2	2	—	—	—	—	34	34	—	—	—	—	1	1	—	—	—
Glasgow Roman Catholic	¶140	—	—	—	—	58	56	—	114	58	56	—	114	—	5	5	—	4	4	—	52	52	—	—	—	—	—	—	—	—	—
Totals for Training Colleges	1412	151	162	47§	360	493	497	22‡	1012	644	659	69	1372*	292	168	460	36	23†	59	123	469	592	1	—	1	46§	22‡	68	—	—	—
COMMITTEES FOR THE TRAINING OF KING'S STUDENTS:—	*Not Exceeding*																													
Aberdeen University	70	10	15	6	31	16	15	8	39	26	30	14	70	31	39	70	13	12	25	2	2	4	—	—	—	6	8	14	—	—	—
Dundee University College ...	100	4	4	2	10	26	17	11	54	30	21	13	64	10	54	64	3	13	16	1	4	5	—	—	—	2	11	13	—	—	—
Glasgow University	100	4	—	—	4	26	—	—	26	30	—	—	30	4	26	30	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
St. Andrews University ...	36	—	6	1	7	9	10	2	21	9	16	3	28	7	21	28	2	3	5	3	7	10	—	—	—	1	2	3	—	—	—
Totals for King's Students.	306	18	25	9	52	77	42	21	140	95	67	30	192	52	140	192	18	28	46	6	13	19	—	—	—	9	21	30	—	—	—
GRAND TOTALS ..	1718	169	187	56	412	570	539	43	1152	739	726	99	1564	344	308	652	54	51	105	129	482	611	1	—	1	55	43	98	—	—	—

* Excluding two Students trained under Art. 95 (*b*). † Including one Student in training abroad. § Including one Student who received part of his third year of training abroad. ‡ Including three Students who received part of their third year of training abroad. ¶ The Roman Catholic College was recognised for 120 only in 1903–4.

(No. 7.)

STATEMENT SHOWING THE NUMBER of Students who, having successfully completed their period of training in 1904, were recognised by the Department as qualified to teach the subjects named.*

	MALES.							FEMALES.							
	Total Number of Students.	Number recognised as qualified to teach.						Total Number of Students.	Number recognised as qualified to teach.						
		Drawing.	Singing.	French.	German.	Manual Work.	Agriculture.		Drawing.	Singing.	Needlework.	*Eligible for recognition as Teachers of Infants.	French.	German.	Household Management.
Training Colleges:—															
Aberdeen Church of Scotland -	8	8	6	1	—	8	—	57	56	56	57	57	30	—	57
Edinburgh „ „ -	34	26	29	—	—	—	7	73	68	71	73	46	9	6	—
Glasgow „ „ -	36	33	28	1	—	—	—	78	71	75	78	20	22	18	—
Aberdeen United Free Church -	9	7	5	—	—	4	—	56	52	49	56	25	18	6	53
Edinburgh „ „ „ -	43	38	40	1	—	29	—	66	63	63	66	30	12	5	56
Glasgow „ „ „ -	38	30	35	8	—	36	—	75	73	70	74	18	33	11	—
Edinburgh Episcopal - - -	—	—	—	—	—	—	—	35	35	35	35	20	9	—	—
Glasgow Roman Catholic - -	—	—	—	—	—	—	—	52	44	47	51	—	6	—	—
Local Committees:—															
Aberdeen - - - - - -	8	8	3	—	—	—	—	10	10	5	10	—	3	2	—
Dundee - - - - - -	3	2	2	1	—	—	—	15	14	14	15	13	3	—	15
St. Andrews - - - - -	4	—	2	1	—	—	—	9	—	6	9	—	—	—	—
	183	152	159	13	—	77	7	526	486	491	524	229	145	48	181

* Recognition as a Teacher of Infants is subject to a favourable report by H.M. Inspector after probation.

(No. 8.)

STATEMENT SHOWING THE RESULTS of the Written and Oral Examination of Candidates for recognition as qualified Teachers of Modern Languages—1904.

	French.			German.		
	Males.	Females.	TOTAL.	Males.	Females.	TOTAL.
No. of Training College Students presented. (Including Ex. students) -	64	465	529	1	89	90
No. of King's Students presented. (Including Ex. students) - - -	5	39	44	1	2	3
No. of other Students presented - -	7	10	17	1	1	2
TOTAL -	76	514	590	3	92	95
No. who obtained recognition as qualified Teachers - - - - - - -	16	196	212	1	50	51
No. who passed written Examination only - - - - - - - -	6	54	60	1	16	17
No. who passed Oral Examination only -	12	55	67	—	8	8
No. of unsuccessful Candidates - -	42	209	251	1	18	19

(No. 9.)

LIST OF COURSES for the further instruction of Certificated and Assistant Teachers sanctioned by the Scotch Education Department under Article 91 (*d*) of the Code, from 1st April 1903, to 31st March 1904.

No. of Course.	Date when sanctioned.	Managers.	Session.	Where held.	Subject.	No. of hours instruction.	No. of Students	No. of Certificates of satisfactory attendance and progress authorised.	Amount of Grant paid (= ¾ of approved* expenditure).		
									£	s.	d.
358	1 April '03.	Greenock Burgh School Board	1903	Greenock	Nature Knowledge	62	16	16	28	11	8
359	21 April '03.	"	"	"	"	62	8	7	26	19	10
360	"	Midlothian County Council	1902-'03	Edinburgh	Practical Botany	54	21	16	56	15	7
361	25 April '03.	Eastwood Parish School Board	1903	Shawlands	Nature Knowledge	158	29	13	40	6	3
362	29 April '03.	Lanark County Council	1903	Glasgow	Nature Knowledge (Junior Course)	69	37	34	50	5	9
363		"	"	"	Nature Knowledge (Senior Course)	69	9	9	50	5	9
364	9 May '03.	Inverness County Committee		Inverness	Nature Knowledge	60	18	18	15	7	11
365	18 May '03.	Marine Biological Association of the West of Scotland	"	Millport	Nature Knowledge (Honours)	45	16	14	37	5	3
†366	"	"	"	"	Nature Knowledge	56	30	30	68	12	8
†367	19 June '03.	Caithness County Committee	"	Wick	Drawing and Clay Modelling	60	49	49	46	17	10
†368	"	"	"	Thurso	"	60	33	33	42	8	6
†369	4 July '03	Fife County Council	"	Cupar	Physical Training	44	36	32	16	18	3
†370	7 July '03.	"	"	St. Andrews	Drawing	75	76	72	62	4	3
†371	9 July '03.	Edinburgh and East of Scotland College of Agriculture	"	Edinburgh	Land Surveying	41¾	14	11	19	2	2

* Travelling allowances to students may be included in the expenditure on which the Grant is calculated only to an amount not exceeding the income from fees.
† Courses marked † were Holiday Courses.

No. of Course.	Date when sanctioned.	Managers.	Session.	Where Held.	Subject.	No. of hours Instruction.	No. of Students.	No. of Certificates of satisfactory attendance and progress authorised.	Amount of Grant paid (= ⅔ of approved* expenditure). £	s.	d.
†372	9 July '03.	Edinburgh and East of Scotland College of Agriculture	1903	Edinburgh	Nature Knowledge	78	19	14	53	5	10
†373	11 July '03.	Argyll County Council	,,	Glasgow	Drawing (1st Year)	60	63	60	55	13	2
†374	,,	,,	,,	,,	Drawing (2nd Year)	60	122	120	149	4	5
†375	21 July '03.	Orkney County Council	,,	Kirkwall	Drawing and Clay Modelling	60	46	46	43	0	5
†376	,,	,,	,,	Stromness	Drawing	60	35	35	38	2	2
377	6 Aug. '03.	Linlithgow County Committee	1903-1904	Linlithgow	Drawing and Clay Modelling	90	26	24	41	4	4
†378	24 Aug. '03.	Ross and Cromarty County Committee	1903	Dingwall	,,	61½	29	28	41	11	6
†379	,,	,,	,,	,,	Woodwork	62	16	16	28	2	2
†380	,,	,,	,,	,,	Cookery	61½	14	13	23	10	10
381	9 Sept. '03.	Governors of Berwickshire High School	1903-1904	Duns	Nature Knowledge		Course	abandoned.			
382	10 Sept. '03.	Linlithgow County Committee	,,	Bathgate	Drawing	92	28	28	52	13	6
383	,,	Dumbarton Burgh School Board	,,	Dumbarton	Drawing and Clay Modelling	60	40	36	3	6	5
384	,,	Linlithgow County Committee	,,	Bathgate	Woodwork	83	9	9	34	19	10
385	11 Sept. '03.	Fife County Council	,,	Thornton	Drawing	70	53	51	68	6	10
386	10 Sept. '03.	,,	,,	Dunfermline	Woodwork	70	30	26	45	16	9
387	11 Sept. '03.	,,	,,	,,	Drawing	70	89	85	105	16	6
388	17 Sept. '03.	,,	,,	Leven	Nature Study	61½	12	11	35	5	0

* Travelling allowances to students may be included in the expenditure on which the Grant is calculated only to an amount not exceeding the income from fees.
† Courses marked † were Holiday Courses.

No. of Course.	Date when sanctioned.	Managers.	Session.	Where held.	Subject.	No. of hours Instruction.	No. of Students.	No. of Certificates of satisfactory attendance and progress authorised.	Amount of Grant paid (=¾ of approved* expenditure). £	s.	d.
389	18 Sept. '03.	Linlithgow County Committee.	1903-1904	Bo'ness	Woodwork	90	5	5	32	12	8
390	19 Sept. '03.	Arbroath Burgh School Board.	1903	Arbroath	Drawing	60	21	21	32	1	0
391	21 Sept. '03.	Glasgow R.C. Training College.	1903-1904	Glasgow (R.C. Training College)	Drawing and Clay Modelling	66	52	39	36	7	7
392	23 Sept. '03.	A Local Committee at Paisley.	,,	Paisley	Drawing (1st Year)	71	14	9	19	13	2
393	,,	,,	,,	,,	Drawing (2nd Year)	71	25	21	18	13	1
394	,,	,,	,,	,,	Practical Physics (1st Year)	60	18	18	17	3	1
395	,,	,,	,,	,,	Practical Physics (2nd Year)	60	13	13	17	10	7
396	24 Sept. '03.	Glasgow R.C. Training College.	,,	Glasgow (R.C. Training College)	Practical Science	63	21	19	40	11	7
397	30 Sept. '03.	Hamilton Burgh School Board.	,,	Hamilton	Drawing (1st Year)	50	20	‡	Not yet paid.		
398	,,	,,	,,	,,	Drawing (2nd Year)	62½	38	29	,,		
399	,,	,,	,,	,,	Drawing (3rd Year)	62½	17	11	,,		
400	,,	,,	,,	,,	Woodwork (1st Year)	50	4	4	,,		
401	,,	,,	,,	,,	Woodwork (2nd Year)	Recognition withdrawn					
402	,,	,,	,,	,,	Physical Science (1st Year)	60	9	9	Not yet paid.		
403	,,	,,	,,	,,	Physical Science (2nd Year)		Course abandoned				
404	,,	,,	,,	,,	Practical Mathemtics		Course abandoned				
405	,,	,,	,,	,,	French (1st Year)	36	6	‡	Not yet paid.		
406	,,	,,	,,	,,	French (2nd Year)	36	3	3	,,		

* Travelling allowance to Students may be included in the expenditure on which the Grant is calculated only to an amount not exceeding the income from fees.
‡ No Certificates were authorised on account of the shortness of the Course.

No. of Course.	Date when sanctioned.	Managers.	Session.	Where held.	Subject.	No. of hours instruction.	No. of Students.	No. of Certificates of satisfactory attendance and progress authorised.	Amount of Grant paid (= ½ of approved* expenditure). £	s.	d.
407	1 Oct. '03.	Lanark County Council	1903-1904	Glasgow	Drawing (First Year)	60	87	66	76	7	11
408	"	"	"	"	Drawing (Second Year)	60	91	63	76	7	10
409	"	"	"	"	Drawing (Third Year)	60	45	25	98	17	11
410	"	"	"	Lanark	Drawing (First Year)	60	13	9	27	16	1
411	"	"	"	"	Drawing (Second Year)	60	20	16	27	16	2
412	"	"	"	Airdrie	Drawing (First Year)	65	29	24	31	13	10
413	"	"	"		Drawing (Second and Third Years)	65	33	33	33	0	4
414	30 Sept. '03	Hamilton (Burgh) School Board	"	Hamilton	Physical Training (Males—First Year)			Abandoned.			
415	"	"	"	"	Physical Training (Males—Second Year)			Abandoned.			
416	"	"	"	"	Physical Trainiug (Females—First Year)	17	4	‡	Not yet paid.		
417	"	"	"	"	Physical Training (Females—Second Year)	24	7	7	"		
418	1 Oct. '03	Governors of Glasgow School of Art	"	Glasgow	Drawing (First Year)	60	94	80	No grant claimed.		
419	"	"	"	"	Drawing (Second Year)	60	81	43	No grant claimed.		
420	"	"	"	"	Drawing (Third Year)	60	21	19	24	17	0
421	"	Elgin County Committee	"	Elgin	French)	60	27	19	39	6	1
422	"	Inverness Free Library Committee	"	Inverness	Drawing)	90	16	16	11	13	8

* Travelling allowances to Students may be included in the expenditure on which the Grant is calculated only to an amount not exceeding the income from fees.
‡ No Certificates were authorised on account of the shortness of the Course.

No. of Course.	Date when sanctioned.	Managers.	Session.	Where held.	Subject.	No. of hours Instruction.	No of Students.	No. of Certificates of satisfactory attendance and progress authorised.	Amount of Grant Paid. (= ¾ of approved* expenditure). £	s.	d.
423	1 Oct. '03.	Aberdeen County Committee	1903-1904	Ellon	Drawing	60	29	28	32	5	2
424	"	Managers of Berwickshire High School	"	Duns	"	65	22	19	28	6	9
425	5 Oct. '03	Dalziel School Board	"	Motherwel	Drawing		Abandoned				
426	6 Oct. '03	Galston School Board	"	Galston	Drawing	58	12	5	15	19	4
427	"	Managers of the Nicolson Institute	"	Stornoway	Practical Science	124	11	11	No grant claimed.		
428	7 Oct. '03	Glasgow School Board	"	Glasgow (Provanside P.)	Drawing and Clay Modelling (First Year)	60	23	22	34	19	10
429	"	"	"	"	Drawing and Cardboard Modelling (First Year)	60	17	15	31	9	7
430	"	"	"	Glasgow (Pupil Teacher Institute)	Drawing (First Year)	60½	65	57	60	9	7
431	"	"	"	"	Drawing (Second Year)	60	68	68	115	18	7
432	"	"	"	Glasgow (Whitehill P.)	Drawing (Second Year)	62½	16	16	34	10	8
433	"	"	"	Glasgow (Adelphi Terrace P.)	Drawing (First Year)	60½	42	38	42	0	4
434	12 Oct. '03	Broughty Ferry School Board	"	Broughty Ferry	Drawing	60	30	30	38	19	8
435	"	Fife County Council	"	Kirkcaldy	French	42	31	20	15	11	3
436	"	"	"	"	German	42	16	13	16	10	0
437	13 Oct. '03	"	"	Forfar	Drawing	72	35	33	29	9	6
438	15 Oct. '03	Avondale School Board	"	Strathaven	"	62½	6	4	10	19	4
439	16 Oct. '03	Roman Catholic Committee of Glasgow	"	Glasgow	"	60½	35	32	33	19	7

* Travelling allowances to students may be included in the expenditure on which the Grant is calculated only to an amount not exceeding the income from fees.

No. of Course.	Date when sanctioned.	Managers.	Session.	Where held.	Subject.	No. of hours instruction.	No. of Students.	No. of Certificates of satisfactory attendance and progress authorised.	Amount of Grant paid (= ⅔ of approved* expenditure). £	s.	d.
440	19 Oct. '03.	Greenock Burgh School Board	1903-1904	Greenock	Brushwork	60	23	16	22	4	11
441	21 Oct. '03.	Galashiels Burgh School Board	"	Galashiels	Drawing	60	19	18	26	8	0
442	23 Oct. '03.	Roxburgh Secondary Education Committee	"	Hawick	Nature Knowledge	60	9	9	41	3	10
443	24 Oct. '03.	Leith Burgh School Board	"	Leith	Drawing	67½	92	75	52	4	11
444	"	"	"	"	Physics	70	15	12	16	5	6
445	"	"	"	"	Chemistry	72½	11	10	23	19	3
446	2 Nov. '03.	Stirling Burgh School Board	"	Stirling	Drawing	60	38	38	85	0	3
447	"	Fife County Council	"	Cupar	"	70	26	21	44	2	0
448	"	Governors of Nairn Academy	"	Nairn	Heat and Electricity	42	7	7	24	5	5
449	3 Nov. '03.	Aberdeen School Board		Aberdeen	Drawing	62	65	65	31	14	6
450	11 Nov. '03.	Edinburgh Merchant Company Hospitals	"	Edinburgh	"	60	27	25	22	0	4
451	5 Nov. '03.	Langholm School Board	"	Langholm	"	44	10	9	29	13	1
452	7 Nov. '03.	Sub-Committee of Ayr County Committee	"	Irvine	"	63	16	13	27	0	0
453	"	"	"	Ayr	"	60	35	27	25	18	2
454	"	"	"	Kilmarnock	"	66	29	27	24	15	0
455	"	Inverness Free Library Committee	"	Inverness	Experimental Physics and Chemistry	63	16	16	13	3	10
456	10 Nov. '03.	Sub-Committee of Ayr County Committee	"	Ayr	French	50	17	17	23	5	0

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No. of Course	Date when sanctioned.	Managers.	Session.	Where held.	Subject.	No. of hours instruction.	No. of Students.	No. of Certificates of satisfactory attendance and progress authorised.	Amount of Grant paid (= ¾ of approved* expenditure). £	s.	d.
457	10 Nov. '03	Dryfesdale School Board	1903-1904	Lockerbie	Drawing	69	18	18	Not yet paid.		
458	12 Nov. '03	Campsie Parish School Board	"	Lennoxtown	"	60	13	12	19	13	4
459	16 Nov. '03	Govan Parish School Board	"	Govan	"	61½	30	1	14	18	6
460	19 Nov. '03	Stirling Burgh School Board	"	Stirling	Physical Training	20	11	10	9	15	0
461	"	Roxburgh County Committee on Secondary Education.	"	Kelso	Nature Knowledge	64	16	9	41	11	1
462	21 Nov. '03	Stirling Burgh School Board	"	Stirling	Woodwork	60	8	7	21	0	0
463	24 Nov. '03	Dundee Burgh School Board	"	Dundee	Physical Training	35	251	249	125	14	7
464	"	Governors of Paisley Technical College	"	Paisley (Technical College)	Free Drawing	70	9	9	29	8	9
465	"	"	"	"	Brushwork and Clay Modelling	84	16	12	29	2	0
466	27 Nov. '03	Roman Catholic Committee of Glasgow	"	Glasgow	Practical Science	122	41	34	31	19	7
467	28 Nov. '03	Aberdeen County Committee	"	Maud	Drawing	70	26	26	Not yet paid.		
468	1 Dec. '03	Blairgowrie School Board	"	Blairgowrie	"	65	9	6	9	13	6
469	"	Managers of St. Mary's Roman Catholic School, Leith	"	Leith	"	60	17	14	29	4	2
470	3 Dec. '03	Perth School Board	"	Perth	" (First Year)	60	25	25	36	1	7
471	"	"	"	"	" (Second Year)	60	32	32	40	14	4
472	"	"	"	"	Animal Life	60	8	7	31	8	11
473	"	"	"	"	Cookery and Laundry	45	14	14	23	11	7

* Travelling allowances to students may be included in the Expenditure on which the Grant is calculated only to an amount not exceeding the income from fees.

No. of Course.	Date when sanctioned.	Managers.	Session.	Where held.	Subject.	No. of hours instruction	No. of Students.	No. of Certificates of satisfactory attendance and progress authorised.	Amount of Grant Paid (= ¾ of approved expenditure). £	s.	d.
474	3 Dec. '03	Perth School Board	1903-1904	Perth	Physics (2nd Year)	59½	8	5	27	0	0
475	4 Dec. '03	Lanark County Council	"	Airdrie	Practical Science	67½	13	2	18	4	9
476	7 Dec. '03	Dumfries (Burgh) School Board		Dumfries	Drawing	63	16	14	16	10	0
477	10 Dec. '03	Aberdeen County Committee on Secondary Education.	"	Fraserburgh	"	84	19	19	Not yet paid.		
478	11 Dec. 03	"	"	Peterhead	Nature Knowledge	36	11	4	"		
479	22 Dec. '03	Dundee (Burgh) School Board	"	Dundee	Drawing (2nd Year)	60	135	123	177	11	10
480	"	Wigtownshire County Council	1904	Stranraer	Drawing	66	31	25	55	1	5
481	"	"	"	Newton Stewart	"	66	22	22	56	2	10
482	"	Perth School Board	1903-1904	Perth	Physics (1st Year)	59½	10	6	29	12	6
483	"	"	"	"	Woodwork (1st Year)	50	8	4	19	1	4
484	"	"	"	"	French	37½	24	†	19	13	9
485	"	"	"	"	German	37½	15	‡	19	13	9
486	"	"	"	"	Plant Life	60	8	7	26	10	0
487	24 Dec. '03	"	"	"	Geology and Physical Geography	45	7	7	21	16	4
488	"	"	"	"	Chemistry (1st Year)	59½	22	8	30	1	11
489	"	"	"	"	Drill	30	24	22	13	2	6
490	11 Jan. '04	Aberdeen County Committee	"	Peterhead	Drawing	104	28	20	Not yet paid.		

† Three Students attended for an additional 12 hours and received Certificates.
‡ One Student " " " " " a Certificate.

No. of Course.	Date when sanctioned.	Managers.	Session.	Where held.	Subject.	No. of hours instruction.	No. of Students.	No. of Certificates of satisfactory attendance and progress authorised.	Amount of Grant Paid (= ¾ of approved* expenditure). £ s. d.
491	11 Jan. '04	Alloa Burgh School Board	1903-04	Alloa	Physical Training	18	16	16	4 7 0
492	18 Jan. '04	Haddington County Council.	1904	Dunbar	Nature Knowledge	§	§	§	
493	"	" " "	"	Haddington	"	§	§	§	
494	21 Jan. '04	Edinburgh and East of Scotland College of Agriculture.	"	Edinburgh	"	§	§	§	
495	22 Jan. '04	Glasgow School Board.	1903-04	Glasgow (Woodside)	Chemistry	87	14	11	44 17 9
496	27 Jan. '04	Edinburgh School Board.	1904	Edinburgh	Laws of Health	30	58	51	60 19 1
497	5 Feb. '04	Ross and Cromarty County Committee.	"	Tain	Drawing and Clay Modelling	64	20	14	Not yet paid.
498	27 Feb. '04	Glasgow School Board.	"	Glasgow (High School)	Physical Training	31½	56	55	27 9 7
499	23 Mar. '04	Edinburgh and East of Scotland College of Agriculture.	1904-05	Selkirk	Nature Knowledge	§	§	§	
Totals	135	—	—	—	—	—	3,881	3,333	4,280 17 4††

§ Courses not yet completed. ** Excluding seven courses abandoned.
†† Excluding the Grants for 15 Courses not yet paid.

No. 9 (*contd.*)

SUMMARY OF THE FOREGOING TABLE AND OF SIMILAR TABLES FOR PREVIOUS YEARS UNDER SUBJECTS.

Subject.	15 November, 1899, to 31 March, 1901.				1 April, 1901, to 31 March, 1902.				1 April, 1902, to 31 March, 1903.				1 April 1903, to 31 March 1904.				Total figures for each subject from 15 November 1899 to 31 March 1904.			
	No. of Courses in each Subject.	No. of Students.	No. of Certificates authorised.	Amount of Grant. (*To nearest £.*)	No. of Courses in each Subject.	No. of Students.	No. of Certificates authorised.	Amount of Grant. (*To nearest £.*)	No. of Courses in each Subject.	No. of Students.	No. of Certificates authorised.	Amount of Grant. (*To nearest £.*)	No. of Courses in each Subject.	No. of Students.	No. of Certificates authorised.	Amount of Grant. (*To nearest £.*)	No. of courses in each Subject.	No. of Students.	No. of Certificates authorised.	Amount of Grant. (*To nearest £.*)
				£.				£.				£.				£				£.
Cookery and Laundry Work	1	8	6	23	2	34	31	50	5	76	59	105	2	28	27	47	10	146	123	225
Drawing	33	1,935	1,242	1,760	65	3,394	2,638	2,734†	92	3,814	3,330	3,559†	72	2,652	2,304	2,680†	262	11,795	9,513	10,733†
Manual Instruction :—																				
Cardboard Modelling	3	86	34	95	6	213	181	142	3	76	60	66	—	—	—	—	12	375	275	303
Clay Modelling	—	—	—	—	4	127	103	113	1	17	17	18	—	—	—	—	5	144	120	131
Woodwork	6	209	139	136	9	184	151	226	6	66	62	127	6	80	71	182†	27	539	423	671†
Modern Languages :—																				
French	2	27	15	29	3	32	18	41	5	54	25	111	6	108	62‡	98†	16	221	120	279†
German	2	12	7	15	2	29	13	17	1	6	4	15	2	31	14‡‡	36	7	78	38	83
Nature Knowledge :—																				
Natural Science (Botany, Zoology, &c.)	7	218	151	214	22	616	454	993	18	363	293	713†	20	274*	218*	604†	67	1,471	1,116	2,524†
Physical Science (Physics, Chemistry, &c.)	10	173	144	296	11	142	114	265	11	146	109	240	16	236	188	357†	48	697	555	1,158†
Drill	4	160	154	87	6	275	257	128	8	204	176	133	8	405	391	197†	26	1,044	978	545†
Laws of Health	—	—	—	—	—	—	—	—	—	—	—	—	1	53	51	61	1	53	51	61
Land Surveying	—	—	—	—	—	—	—	—	—	—	—	—	1	14	11	19	1	14	11	19
Totals	68	2,828	1,892	2,655	130	5,046	3,960	4,709†	150	4,822	4,135	5,087†	134	3,881	3,337	4,281†	482	16,577	13,323	16,732†

* Excluding figures for 4 Courses not yet completed.

† Excluding Grants not yet paid, viz.: Drawing 10, Woodwork 1, Natural Science 2, Physical Science 1, French 2, Drill 2, viz. 1 Drawing in 1901–2, 1 Drawing and 1 Natural Science in 1902–3, and the remainder in 1903–4.

‡ Including 3 Certificates for Course 484.

‡‡ Including 1 Certificate for Course 485.

No. 10.

KING'S SCHOLARSHIP EXAMINATION, DECEMBER, 1903.

Summary of Results of Examination.

MALES.

	Pupil Teachers.	Non-Pupil Teachers.	Total.
Passed :—1st Class	11	1	12
2nd Class	37	5	42
3rd Class	43	2	45
Total :—Passed	91	8	99
Failed	9	7	16
Total presented	100	15	115
Qualified for exemption from the King's Scholarship Examination under Article 70 (*d*) 6, for recognition as King's Scholars under Article 95 (*a*) 2, or 95 (*a*) 3, or as King's Students under Article 96.	95	44	139

FEMALES.

	Pupil Teachers.	Non-Pupil Teachers.	Total.
Passed :—1st Class	170	14	184
2nd Class	227	38	265
3rd Class	243	52	295
Total :—Passed	640	104	744
Failed	112	48	160
Total presented	752	152	904
Qualified for exemption from the King's Scholarship Examination under Article 70 (*d*) 6, for recognition as King's Scholars under Article 95 (*a*) 2, or 95 (*a*) 3, or as King's Students under Article 96.	304	76	380

No. 11.

CERTIFICATE EXAMINATION, JULY, 1904.

Summary of Results of Examination of Graduates and Teachers.

GRADUATES.

Examined under Article 47 II. (*c*).

	Number Examined	Passed.	Failed.
Males	20	20	—
Females	10	10	—
Totals	30	30	—

Exempted under Article 48 (*b*).

Males	7
Females	12
Total	19

TEACHERS EXAMINED ON **Second Year** Papers.

	Number Examined	Passed.			Failed.
		1st Division.	2nd Division.	3rd Division.	
Males	14	2	2	5	5
Females	617	20	87	398	112
Totals	631	22	89	403	117

TEACHERS EXAMINED ON **First Year** Papers.

	Number Examined	Passed.			Failed.
		1st Division.	2nd Division.	3rd Division.	
Males	23	1	2	6	14
Females	542	32	129	295	86
Totals	565	33	131	301	100

SCOTCH EDUCATION DEPARTMENT,

WHITEHALL, LONDON.

King's Scholarship Examination.

December 1905.

REGULATIONS AND SYLLABUS

RELATING TO THE

EXAMINATION OF CANDIDATES

FOR

ADMISSION INTO TRAINING COLLEGES

OR FOR THE

OFFICE OF ASSISTANT TEACHER.

SCOTCH EDUCATION DEPARTMENT.

KING'S SCHOLARSHIP EXAMINATION, 1905.

REGULATIONS.

1. The Examination for admission into Training Colleges and for the office of Assistant Teacher, called the King's Scholarship Examination, will commence on Tuesday, 12th of December 1905, and will be held at each of the Training Colleges, and at the following Centres :—

Dundee - -	University College.
Elgin - - -	Elgin Academy, Moray Street.
Inverness - -	High Public School, Kingsmills Road.
Kirkwall - -	The Town Hall
Lerwick - -	Central Public School.
Oban - - -	High Public School, Soroba Road.
Stornoway - -	The Nicolson Institute.
Wick - - -	Pulteneytown Academy.

2. The Examination extends to the subjects required in the course of a pupil-teacher's engagement and mentioned in the Syllabus appended hereto.

3. Candidates must be either pupil-teachers entering for their final examination under Article 70 (*d*) of the Code, or, not having been pupil-teachers, persons over eighteen years of age on the 1st of October next following the date of the Examination. Pupil-teachers whose engagements have been cancelled may also be admitted on certain conditions (*see* Article 93 of the Code).

4. Application on behalf of pupil-teachers and others engaged in State-aided Schools, for permission to attend the Examination must be made on Form 146 by the official correspondent of the school in which they are engaged. A copy of this Form is sent in January to the managers of every State-aided School, in order that the names of all such candidates may be notified to the Department as early as possible.

5. Pupil-teachers or ex-pupil-teachers employed in State-aided Schools must receive a report from the managers of their schools as to their physical fitness for the profession of teacher. This report should be made on the Form 9 (or 9*b*) for the School.

6. Candidates who have *not* been Pupil-teachers must apply by letter to the Department for permission to attend the Examination, stating that they are non-pupil-teachers, and giving their name *in full* and the exact date of their birth.

7. Non-pupil teachers, in order to obtain marks for Reading, Repetition, and Teaching, must communicate with H.M. Inspector for the district, whose report will be made on Form 13 [c]; and they must obtain from a duly qualified medical practitioner a satisfactory report on their physical fitness, which must be made on Form 42.

(Forms 13 [c] and 42 will be enclosed with the Form 13 admitting the Candidate to the Examination.)

8. Candidates wishing to be examined at a Training College, must make their own arrangements with the authorities of such College for securing a seat. To other Candidates a choice of Centres is offered (*see page* 786)

9. Candidates will be informed by letter from the Department as to the result of their Examination. Those who obtain a place in the First or Second Class will be eligible for admission as King's Scholars to a Training College. For information as to the qualifications of successful Candidates as Assistant Teachers, *see* Articles 79 and 32 (*c*) 2 of the Scotch Code.

10. The position in the Class List of any Candidates entitled to exemption under Articles 70 (*d*) 6, 95 (*a*) 2, or 95 (*a*) 3, who elect to undergo the Examination, will depend upon the result of such examination.

11. Under no circumstances can information be afforded by the Department as to the result of the Examination in particular subjects

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Candidates are recommended to make themselves acquainted with Articles 32 (*c*) 2, 57–60, 70, 78–82, and 92–99, and the First Schedule of the Scotch Code.

Copies of the papers set at previous Examinations (price 7*d. post free*) and of the Scotch Code (price 6*d., post free*) may be obtained from Wyman and Sons, Ltd., Fetter Lane, E.C., and 32 Abingdon Street, Westminster, S.W.; or Oliver and Boyd, Edinburgh; or E. Ponsonby, 116 Grafton Street, Dublin, or through any bookseller.

SYLLABUS OF SUBJECTS OF EXAMINATION.

A.—COMPULSORY SUBJECTS.

Reading and Repetition. *[30]—To read with fluency, ease, and just expression, and to repeat 100 lines of Shakespeare, Milton, or Tennyson with clearness and force, and knowledge of meanings and allusions.

Teaching. [60]—To give a collective or class lesson on any subjec taught in State-aided Schools. (An object lesson may be required.)

To prepare notes for any such lesson.

To answer questions as to the mode of giving any such lesson.

N.B.—Pupil-teachers and others engaged in State-aided Schools perform the exercises in Reading, Repetition and Teaching before H.M. Inspector at one of his visits to their school preceding the King's Scholarship Examination, or elsewhere as he may arrange. Other Candidates, by giving notice to the Inspector of the district, will have an opportunity of Reading, Repeating and Teaching before him at some school of which the Inspector will give them notice.

Penmanship [30] and Dictation. [30]

1. To write a specimen of the penmanship used in setting copies of text hand and small hand.

2. To write a passage from Dictation.

Candidates should write a firm, round, legible hand.

English [60] and Composition. [20]

To paraphrase a passage either of prose or poetry.

Parsing, and analysis of simple and complex sentences.

Knowledge of roots, prefixes and terminations, both Latin and English.

A knowledge of the sources and growth of the English language and literature.

To write an original composition on a given subject.

Geography. [50]—Physical, political and commercial geography of the World, with special reference to the British Isles and British Possessions.

Answers may be required to be illustrated by sketch maps.

History. [50]—British History from Julius Cæsar to the present time, with a special reference to Scottish History.

* The figures in brackets indicate the maximum number of marks allowed for each subject.

Note.—All Candidates will be required to pass in the subjects of Geography and History. Those Candidates who, at this Examination, fail to obtain at least 40 per cent. of the maximum number of marks for Geography and History combined, will be held to have failed in the Examination, and will be so informed.

Candidates who pass the King's Scholarship Examination will understand that they are thereby necessarily qualified in Geography and History for the purposes of the Certificate Examination for Acting Teachers.

***Arithmetic and Algebra.** *Females.* [**90**]

ARITHMETIC generally. The paper may contain questions requiring any of the principles or processes of arithmetic to be explained and demonstrated as to a class of scholars.

ALGEBRA.—Numerical interpretation of formulæ; simple algebraic transformations; the graphical representation of simple functions; equations of the first degree in one variable, with easy problems.

NOTE.—Female Candidates may take the *paper on Mathematics set for Males* (in addition to the ordinary paper on Arithmetic and Algebra), and, provided they obtain at least 50 per cent. of the maximum for the subject, will receive extra marks therefor.

***Mathematics.** *Males.* There will be two papers [**90** each] embracing the following subjects:—

ARITHMETIC generally. The paper may contain questions requiring any of the principles or processes of arithmetic to be explained and demonstrated as to a class of scholars.

ALGEBRA.—Numerical interpretation of formulæ. Algebraic transformations. Equations of the first and second degree in one variable. Simultaneous equations of the first degree in two variables. Problems. Applications of graphical methods.

GEOMETRY.—The subject matter of Euclid I. to IV. with the elementary theory of similar figures excluding incommensurable quantities. Loci. Drawing to scale. Applications of Arithmetic and Algebra to geometrical theorems and problems. Proofs will be accepted which appear to form part of a logical treatment of the subject. Figures must be accurately drawn and candidates should therefore bring to the examination a pencil, a ruler graduated in inches and tenths on one edge and in centimetres and millimetres on the other, a protractor graduated in degrees, two set squares, and a pair of compasses.

* *Note.—In the year* 1906 *the requirments as to mathematics will be identical with those for the Leaving Certificate Examination, Lower Grade in the case of women, and Higher Grade in the case of men.*

School Management. [**75**]—Notes of lessons.

The methods of teaching the ordinary subjects.

The methods and principles of infant teaching and discipline, and of cultivating the intelligence of children.

Needlework. *Females.* [**80**]—1. The various stitches used in making and mending calico and flannel underclothing.

2. The cutting out, by proportion or by measurements, of a girl's chemise, night-dress and gored petticoat.

3. The knitting of a boy's sock or girl's stocking.

Domestic Economy. *Females.* [**45**]—Food; its composition, functions and preparation.

Clothing and washing.

Rules for warming, cleaning and ventilating the dwelling.

Rules for preserving health.

The management of a sick room.

The feeding and management of infants and young children.

B.—OPTIONAL SUBJECTS.

Candidates will be allowed marks for the following optional subjects:—

MUSIC.

ONE LANGUAGE (or *two* languages if no marks are claimed for Science).

SCIENCE.

DRAWING.

Music.—Candidates may take theory without also taking the tests in practical skill.

(*a.*) THEORY. **[20]**

Staff Notation:

All the major and minor scales and signatures. Intervals, diatonic and chromatic. Easy transposition. Time signatures. Values of notes and rests. Contents of bars. Transcription. Syncopation. Compass of voices. Common musical terms. Translation of a short passage into Sol-fa Notation.

AND

Tonic Sol-fa Notation:

The major and minor modes. First remove changes of key. Bridge notes. Chromatic notes. Intervals, diatonic and chromatic. Pulses, common divisions of pulses. Measures. Transcription, by doubling or halving, &c. Syncopation. Translation of a short passage into Staff Notation.

(*b.*) PRACTICAL SKILL. **[30]**

The tests can be sung from the staff or the tonic sol-fa notation at the option of the Candidate.

Graded tests in tune, time, and ear training. The highest marks will be given to candidates able to sing at sight passages combining time and tune, and to tell ear exercises freely.

Languages. [80 each]—Grammatical questions and passages for translation from English into the language chosen, and into English from the following books:—

LATIN.—Cicero, de Senectute, and Virgil, Æneid, Book II., and simple unseen passages.

GREEK.—Xenophon, Anabasis, Books III. and IV., and Homer, Iliad, Book III., and simple unseen passages.

FRENCH.—Simple unseen passages.

GERMAN.—Simple unseen passages. A few additional marks will be allowed for the use of German Script.

Science [80] and Drawing. [60]—To obtain marks for Science or Drawing Candidates must have attended a three years course (*see*, however, next paragraph) under a scheme previously approved by the Department for this purpose, and be presented at the Leaving Certificate Examination in the subject in 1905, when marks will be awarded according to the merit of their work.

The First Schedule of the Day School Code requires that all Pupil Teachers must receive instruction in Drawing in accordance with such a scheme ; but in the case of Pupil Teacher Candidates who, for good reason shown, have not been able to complete a full three years' course either in Science or Drawing, marks will be allowed on a lower scale provided that at least one year of the approved course has been satisfactorily overtaken, and that the Candidates are duly presented as above.

Application to attend the Leaving Certificate Examination for the purpose of obtaining marks in Science or Drawing for the King's Scholarship Examination must be made, in the case of Pupil Teacher Candidates through the Managers of the schools in which they are engaged, and in the case of non-Pupil Teacher Candidates through the Managers of the schools or classes in which they are receiving instruction. Such applications should reach the Department *not later than 31st March, 1905 ;* any received after that date may be complied with, but the Department cannot guarantee that this will be found possible.

Candidates who have already passed in Science or Drawing at any Leaving Certificate Examination previous to 1905 will be credited with the marks then awarded for their work. But such candidates, by continuing their study of these subjects, and being duly presented in accordance with the above regulations at the Leaving Certificate Examination in 1905, may be awarded additional marks up to a maximum of 90 in the case of Science and 80 in the case of Drawing.

C.—SPECIAL SUBJECTS.

Gaelic. [80]—In addition to the marks obtainable under the the foregoing regulations, marks will be allowed for Gaelic :—

(1.) To candidates who are, or who have been pupil-teachers in any of the counties mentioned in Article 19 E. Scotch Code, and

(2.) To candidates who, not having been pupil-teachers, are shown to the satisfaction of the Department to have been under tuition at some centre of instruction within the specified counties for at least one year immediately preceding the King's Scholarship Examination.

All candidates must fulfil the following conditions :—

They must be presented at the Leaving Certificate Examination in Gaelic in June, 1905.

Marks will then be awarded according to the merit of their work, whether they be successful at the Leaving Certificate Examination or not.

Application to attend the Leaving Certificate Examination for this purpose must be made by the managers of the Schools, or other centres of instruction, at which the candidates have been in attendance, and should reach the Department *not later than 31st March, 1905*. Any application received after that date may be complied with, but the Department cannot guarantee that this will be found possible.

Full particulars as to the scope and character of the Leaving Certificate Examination in Gaelic will be found in Circular No. 383, copies of which may be had on application to the Department.

Candidates should follow the orthography of the dictionaries of Macleod and Dewar, or of Maceachan.

EXAMINATION FOR TEACHERS' CERTIFICATES.

July, 1905.

REGULATIONS AND SYLLABUS

RELATING TO THE

EXAMINATION OF ACTING TEACHERS.

The Examination will commence on Monday, the 3rd July 1905, at 2 p.m.

SCOTCH EDUCATION DEPARTMENT.

CERTIFICATE EXAMINATION, 1905.

REGULATIONS.

1. The Examination of Acting Teachers for Certificates will be held on Monday, 3rd July, 1905, and four following days at the following special Centres:—

Aberdeen:	The Grammar School Hall. (Males, 1st year Females and Graduates.)
„	Robert Gordon's College. The Gymnasium. (2nd year Females.)
Dundee:	Harris Academy. (Males and Females.)
Edinburgh:	George Watson's College, Archibald Place. (Males and Females.)
Glasgow:	Kent Road Public School. (Males, 1st year Females and Graduates.)
„	Woodside Public School, Woodlands Road. (2nd year Females only.)
Inverness:	Burgh High School, Secondary Department. (Males and Females.)
Lerwick:	Central Public School. (Males and Females.)

2. The examination in first year's papers is open to candidates who are upwards of 20 years of age, and otherwise fulfil the conditions of Article 47 I. of the Code.

3. The examination in second year's papers is open to candidates qualified under Article 47 II. (*b*) or 47 II. (*c*) of the Code.

Candidates who are serving as teachers in State-aided Schools may obtain admission to the Examination by making application to the Department through the official correspondent of their school. Such application must be made before 1st March 1905, on Form 147. A copy of this Form is sent to the Managers of every State-aided School, in or about the month of October in each year.

4. Candidates who, at the time of making application, are not teachers in State-aided Schools must be recommended by the Managers of the School in which they last served.

5. Under the School Teachers' Superannuation Rules (Scotland) 1899, every candidate desirous of being examined in second year's papers, whether previously so examined or not, must forward to the Department satisfactory evidence of physical capacity and age. A list of the Medical Officers nominated by the Department, together with a form of medical certificate, will be sent to each candidate on or about 31st March. The medical examination must take place between 1st April and 1st June in the year in which the 2nd year's Certificate Examination is to be taken.

The evidence of age must be produced by means of the Certificate of a Registrar of Births and Deaths, and should be forwarded to the Department with the Form 147.

Candidates for 1st year's papers will be required to produce satisfactory evidence of physical capacity.

6. The subjects of examination are laid down in the following Syllabus, and are open to candidates of either sex unless otherwise specified.

7. The maximum number of marks allowed for each subject is indicated by the figures within brackets [ ].

8. Candidates who do not obtain at least 25 per cent. of the maximum for either ARITHMETIC, ENGLISH and COMPOSITION, NEEDLEWORK, PENMANSHIP, READING, SPELLING or TEACHING, will be held to have failed in the examination. These subjects are distinguished in the Syllabus by the letter (f).

9. Candidates will be informed by letter from the Department of the result of their examination.

10. Under no circumstances can information be afforded as to the result of the examination in particular subjects.

Candidates are recommended to make themselves acquainted with Articles 42–56 of the Scotch Code.

Copies of the papers set at previous examinations (price 7*d.*, *post free*) and of the Scotch Code (price 6*d.*, *post free*) can be obtained, either directly or through any Bookseller, from Messrs Wyman and Sons, Limited, Fetter Lane, E.C., and 32, Abingdon Street, Westminster, S.W.; or Oliver and Boyd, Edinburgh; or E. Ponsonby, 116, Grafton Street, Dublin.

1st Year. 1905.

SYLLABUS.

FIRST YEAR.

1. OBLIGATORY SUBJECTS.

Reading (f) [50].

Candidates must read to H.M. Inspector at his visit to their school next before the Certificate Examination.

To read with a distinct utterance, due attention to the punctuation, and just expression.

Candidates will be expected to read prose and poetry from (1) *Thackeray's "Vanity Fair,"* and (2) *Keats' Poems.*

Teaching, Practical Skill in, (f).

Candidates are required to teach a class in the presence of H.M. Inspector at his visit to their school next before the Certificate Examination.

Penmanship (f) [50] and **Dictation (f)** [50].

1. To write a specimen of the penmanship used in setting copies of text hand and small hand.

2. To write a passage from dictation.

3. The general character of the writing in the examination papers will be considered in deciding upon the proficiency of candidates in the subject.

Pupils should be taught to write a firm, round, legible hand.

English (f) [100] + **Composition (f)** [50].

1. Parsing, Analysis, and the principles of Grammar.

2. An intelligent acquaintance with the language, style, and subject-matter of *Milton's "Comus,"* and *Carlyle's "Essay on Burns."*

In 1906 the books will be *Milton's "Lycidas," "L'Allegro,"* and *"Il Penseroso,"* and *Ruskin's "Sesame and Lilies."*

3. To write plain prose upon a given subject.

Arithmetic and Mathematics.

1st Year. 1905.

N.B.—Male Candidates should bring to the examination protractor, compasses, set squares, and a ruler graduated in inches and tenths and in centimetres and millimetres. Geometrical figures must be accurately drawn.

MEN.

1. **ARITHMETIC** (f).

(*a*) [80]. The four rules are applied to whole numbers, vulgar and decimal fractions, with applications to practical problems, including approximate calculation.

Questions may be set requiring explanations of the ordinary processes. The intelligent use of Algebraic symbols is allowed.

(*b*) [40]. A paper on *Mental Arithmetic.*

2. **MATHEMATICS.** [200]. Two papers will be set (100 marks for each) on the following :—

(*a*) GEOMETRY.—The main propositions in Euclid, Books I.-IV., with deductions and constructions arising from them.

Loci. Drawing to scale. Applications of Arithmetic and Algebra, including the mensuration of the Circle.

Proofs will be accepted which appear to form part of a logical treatment of the subject.

(*b*) ALGEBRA.—Numerical interpretation of formulæ. Transformations. Equations of the first and second degree. Indices, surds, logarithms, ratio, proportion, progressions. Graphical Methods. Problems.

WOMEN.

ARITHMETIC AND ALGEBRA (f).

(*a*) [80]. ARITHMETIC as for men (*see above*).

ALGEBRA.—The numerical interpretation of formulae. Simple transformations. Graphical representation of simple functions. Simple equations with one or two unknown quantities. Problems.

(*b*) [40]. A paper on *Mental Arithmetic.*

Domestic Economy—*Females* [75].

1. Food—its composition, function, and preparation.
2. Clothing and Laundry.
3. The Dwelling.
4. The Laws of Health and Sick Room Management.
5. The Feeding and Management of Infants and Young Children
6. Household Expenses and Investment of Money.

1st Year. 1905.

Needlework (f)—*Females* [100].

1. The repairing of any plain article of underclothing.

2. The drawing of diagrams on sectional paper of—

   A child's overall.

   An infant's shirt, or a child's pair of drawers.

3. The cutting out and making of one of the above-named garments, and the cutting out and making, by tacking, of one of the other garments.

Geography and Physiography.

1. An elementary knowledge of Physical Geography, comprehending the Composition and Phenomena of the Earth's Crust; the Motions of the Earth; the Seasons; the Tides, Winds, and Ocean Currents.

2. The Physical, Commercial, and Industrial Geography of *the British Empire.*

   Candidates may be asked to illustrate their answers by sketch maps.

See notes under History.

History.

1. General knowledge of the most important events in English and Scottish History, with dates.

2. British History of the Eighteenth Century, with special reference to (*a*) constitutional questions; (*b*) military operations; (*c*) the literature of the period.

N.B.—Candidates who have not previously passed in Geography or History at the Scholarship Examination, or whose qualification under Art. 79 does not include these subjects, must, unless they have obtained a pass at the Leaving Certificate Examination in English, including Geography and History, take these subjects at this Examination; and, unless they obtain at least 40 per cent. of the maximum for either paper, or, if they have to take both History and Geography, then 40 per cent. of the maximum for the two papers combined, they will be held to have failed in the Examination.

Candidates who passed the Scholarship Examination prior to 1897, or who passed the Certificate Examination in first year papers prior to 1898, but who failed in Geography or History, must take the subject or subjects at any subsequent Examination for Certificates.

Candidates who passed the Scholarship Examination in (or since) 1897, or the Certificate Examination in (or since) 1898, have duly qualified in Geography and History, and cannot take these subjects at any subsequent Examination for Certificates. This will not, however, entail any loss of marks.

[These regulations will apply also to Candidates taking SECOND year papers who have not previously passed in Geography or History.]

II. OPTIONAL SUBJECTS.

1st Year, 1905.

Music: THEORY ONLY [40].

Candidates are expected to have a knowledge of both notations.

NOTE.—Marks for Music are not given, unless the candidates obtain at least 30 per cent. of the maximum for the subject.

STAFF NOTATION.

1. Musical terms in common use.
2. Notes. Their position on the treble and bass staves. All the major scales. Diatonic intervals. Relations as noted by the terms tonic, dominant, &c. Transposition from one major key to another.
3. Time. The value of notes, dotted notes, tied notes, and rests. Signatures of the simple times. Accent. Contents of measures (bars). Transcription of time.

TONIC SOL-FA NOTATION.

4. Notes. The common major scale: its chordal structure. Mental effects. Diatonic intervals. Octave marks. Relations as noted by the terms tonic, dominant, &c. The standard scale of pitch and the relations (in pitch) of various keys.
5. Time. The accent of pulses. Two, three, and four-pulse measure. Contents of measures. Continuations, rests, and simple divisions of pulses. Transcription by halving or doubling values.

Languages [100 each].

1. LATIN.
2. GREEK.
3. FRENCH.
4. GERMAN.

(Candidates are restricted to **two** languages.)

The papers will contain grammatical questions and easy passages for translation from and into English prose. The Latin paper will also contain passages of poetry for translation into English prose. In the German Paper a few additional marks will be allowed for the use of German script.

NOTE.—*Candidates who fail to obtain at least 25 per cent. of the maximum for any language, will not be credited with any marks in that subject.*

Drawing and Science—See page 804.

2nd Year.

1905.

SECOND YEAR.

I. OBLIGATORY SUBJECTS.

Reading (f) [50].

Candidates must read to H.M. Inspector at his visit to their school next before the Certificate Examination.

Candidates will be expected to show improvement in the higher qualities of reading, such as expression, modulation of voice, and the correct delivery of long or involved sentences.

They will be expected to read prose and poetry from *Bacon's "Advancement of Learning" Book I., Shakespeare's "Tempest,"* or from an unprescribed book. Candidates who propose to take French or German will be required to read (not translate) easy French or German narrative.

Teaching, Practical Skill in (f).

Candidates are required to teach a class in the presence of H.M. Inspector at his visit to their school next before the Certificate Examination.

Penmanship (f) [50] and Dictation (f) [50].

These exercises will be the same as for First Year, but defects will be more severely visited with loss of marks.

Pupils should be taught to write a firm, round, legible hand.

English (f) [100] + Composition (f) [50].

1. An intelligent acquaintance with the language, style, and subject-matter of *Shakespeare's "Tempest"* and *Bacon's "Advancement of Learning," Book I.*

(In 1906 the Books will be *Shakespeare's "Richard II.,"* and *De Quincey's "Confessions of an Opium Eater."*)

2. To write plain prose upon a given subject.

3. General knowledge of English literature from 1700–1800.

(In 1906 the prescribed period will be *the nineteenth century.*)

School Management [100].

1. The training of the faculties of sense, memory, judgment, and reasoning; the order of their development and the mental processes they involve; the formation of habits and character.

2. The best methods of teaching the elementary and class subjects and drawing, with special reference to the cultivation of the intelligence of children.

3. (*a.*) The different methods of school organization and classification.

   (*b.*) School registers, the mode of keeping them, and of making returns from them.

4. The laws of health as applied to school premises, scholars and teachers

5. Quick's Educational Reformers, chapters 13, 16, 17, 18, 19.

N.B.—Special questions will be inserted in the papers for Candidates who desire to obtain special recognition as teachers of infants. Such Candidates must, in order to obtain such recognition, complete their period of probation (Art. 51) in Schools for Infants, or subsequently serve for not less than 12 months in such schools, and obtain from H.M. Inspector a recommendation based on the result of their work as Infant School teachers during that period.

Arithmetic and Mathematics.

N.B.—All Candidates should bring to the examination protractor, compasses, set squares, and a ruler graduated in inches and tenths and in centimetres and millimetres. Geometrical figures must be accurately drawn.

MEN.

MATHEMATICS [200].—Two papers (100 marks for each) on the following:—

(*a*) GEOMETRY.—The main propositions in Euclid Books I.–VI., and XI., 1–21., excluding incommensurable quantities. Mensuration of the Common Solids. Drawing to Scale. (Proofs will be accepted which appear to form part of a logical treatment of the subject.)

(*b*) TRIGONOMETRY.—To the solution of triangles with the aid of logarithms. (A table of 4-place logarithms should be brought to the examination.)

(*c*) ALGEBRA.—The work of the first year with permutations and combinations, binomial theorem, scales of notation.

WOMEN.

ARITHMETIC, ALGEBRA, &c.—One paper [80] (f).

The work of the first year with quadratic equations, square root, problems.

Elementary properties connected with angles, straight lines, triangles, squares, rectangles, parallelograms and circles. Simple exercises in drawing to scale by means of instruments, with measurements and arithmetical calculations arising therefrom.

Political Economy—*Males* [75].

Elementary Questions in Political Economy.

2nd Year. 1905.

Needlework (f)—*Females* [75].

One of the following exercises will be set:—

(*a*) An examination paper testing the Candidate's practical knowledge of the method to be pursued in teaching needlework to classes of children;

or,

(*b*) An exercise in cutting out and fixing the various parts of some garment.

The Second Year's course should include the following:—

1. The higher branches of plain needlework. These include tucking, whipping and feather stitching; the repairing of linen, print and woollen dress materials.
2. (*a*) The drawing up of notes on lessons in needlework, in cutting out, and in knitting.
   (*b*) The working of sections of garments, and of needlework and knitting exercises, in illustration of the above-mentioned lessons.
3. The cutting-out in paper of garments suitable for making up by children in the Upper Standards, the garment to be half size.
4. The drawing of rough diagrams on the blackboard in illustration of the difficult points in a needlework lesson.

GEOGRAPHY.
HISTORY. } See Notes to these Subjects on page 798.

II. OPTIONAL SUBJECTS.

Music.

Candidates are expected to have a knowledge of both notations.

NOTE—Marks for Music are not given, unless the Candidate obtain at least 30 per cent. of the maximum marks for the Subject.

(*a*) PRACTICAL SKILL [30]:—

(i.) To sing a short example in time and tune.

(ii.) To beat time to a passage to the syllable *doh* (or *lah*).

(iii.) To give the names of a short series of notes (the chord of the key being given).

(*b*) THEORY [20]:—

1. The compass and registers of the voices of men, women, and children. General rules relating to voice training.
2. Musical terms in common use.

STAFF NOTATION.

3. Notes. Their position on the treble and bass staves. All the major and minor scales. Diatonic and chromatic intervals. Transposition.

4. Time. The value of notes, dotted notes, tied notes, and rests. Signatures of all the simple and compound times. Accent and syncopation. Contents of measures (bars). Transcription of time.

5. Translation of a short phrase into Tonic Sol-fa Notation.

TONIC SOL-FA NOTATION.

6. Notes. The major and minor modes. Diatonic and chromatic intervals. Names of chromatic tones. Removes of key, bridge notes, and distinguishing tones.

7. Time. All the measures in common use. Division of pulses into thirds and quarters. Accent and syncopation. Transcription by halving or doubling values, &c.

8. Translation of a short passage into Staff Notation.

Languages [100 each].

1. LATIN.	3. FRENCH.
2. GREEK.	4. GERMAN.

(Candidates are restricted to two languages.)

The papers will contain more difficult passages than for First Year for translation from and into English prose, with questions upon the construction of particular sentences. They will also contain passages of poetry for translation into English prose. In the German paper a few additional marks will be allowed for the use of German Script.

Candidates who take French or German will be required to read (not translate) easy French or German narrative to H.M. Inspector at his visit to their School next before the Examination, and unless a reasonably high standard is reached, a deduction for faults of pronunciation will be made from the marks obtained for the written paper.

NOTE.—*Candidates who fail to obtain at least 25 per cent. of the maximum for any Language will not be credited with any marks in that subject.*

GRADUATES.

NOTE.—*The practical training for the profession of a Teacher in Elementary Schools, on the part of candidates under Article 47 II. (c), does not appear to have received, in recent years, that amount of attention which is required by this Department as a primary qualification for a Teacher's Certificate. Their Lordships must therefore be satisfied as to the adequacy of the arrangements made for the preliminary course of training required by the Code. They will also look narrowly into the answers given to the questions in the two papers, and will require the candidate to have a sound knowledge of the first principles of teaching.*

(1). The Examination of Candidates admitted under Article 47 II. (c) will commence at 10 a.m., and will be completed at 5.30 p.m. on Tuesday the 4th July, 1905.

1905. (2.) The *papers set will be (*a*) the School Management paper (*see* pages 104 and 105), and (*b*) a special paper for graduates, which will include questions to test their knowledge of elementary subjects and the methods of teaching them.

* The Department may accept in place of the above papers—

A certificate or diploma granted by a Scottish University upon an examination following a full course of instruction in the principles, methods, and history of Education, and a course (held sufficient by the Department) of practical training in a school or schools approved by the Department. The examination will be conducted jointly by the University authorities and one or more of the Chief Inspectors, and must be such as to satisfy the Department as to the candidate's knowledge of elementary subjects and the methods of teaching them—*see* Article 48 (*b*).

FOR CANDIDATES OF EITHER YEAR.

Drawing and Science.

Marks will be awarded for satisfactory work at an organised course of instruction conducted under Article 91 (d) of the Code—or specially †approved by the Department as equivalent, for the award of such marks, to a course conducted under Article 91 (d)—in one or more of the following subjects :—

A. *Physics and Chemistry.*

*B. *Any branch of Biology.*

C. *Drawing.*

D. *Navigation.*

The maximum marks for Drawing or Science can be obtained only when the Course or Courses of instruction taken extend to not less than 3 years of study.

Marks for Science or Drawing may also be awarded for successful work as tested at the Leaving Certificate Examinations in those subjects, even though the Candidate may have fallen short of the standard required for a pass, but it should be understood that the *maximum* marks cannot be obtained unless such work has been supplemented by consequent attendance at Courses, under Article 91 (*d*), as above.

* Students claiming marks in respect of attendance at a Course under B will, as a rule, be expected to give evidence of previous attendance and satisfactory work at a course under A, and when this condition is not fulfilled the marks awarded may be reduced.

† Candidates who propose to attend a course of instruction, other than one conducted under Article 91 (*d*) of the Code, in any of the above named subjects, should carefully ascertain from the managers whether it has been specially approved by the Department in terms of the above regulations, for the purpose of the award of marks at the Certificate Examination. No marks can be allowed if the course has not been so approved.

Note.—In special circumstances, where a candidate has been unable to qualify for marks under the above regulations, marks for Drawing may be allowed in respect of passes obtained Prior to 1902 at the local examinations in that subject.

PART IV. OF APPENDIX.

Continuation Classes.

CONTINUATION CLASSES.

GENERAL REPORT *for the year* 1904 *by* A. E. SCOUGAL, ESQ., M.A., *H.M. Senior Chief Inspector of Schools, on the* CONTINUATION CLASSES *in the* SOUTHERN DIVISION *of* SCOTLAND.

MY LORDS,

I have the honour to submit my first Report on the Continuation Classes of the Southern Division of Scotland.

Nature of this Report.

I have not, of course, had as yet any opportunity of observing these classes myself. All that I can do this year is to present in a connected form the opinions of my colleagues.

The most important points to be secured in connection with these classes are: (1) the selection of thoroughly qualified teachers; (2) the proper articulation of the work with that of the elementary schools on the one hand, and with that of Central Institutions on the other. Several of my colleagues have been devoting much thought to the second of these *desiderata*, but they are unwilling as yet to express views as to the steps that should next be taken. H.M. Inspector Mr. F. R. Jamieson—to whom I am very greatly indebted for help in the compiling of this Report—has specially asked that his own contribution may be withheld for the present. He has for some months been giving special attention to the matter, and he thinks that "the premature expression of half-formed opinions might only aggravate the task of those who are doing their best to evolve a well-graduated and carefully co-ordinated system." As soon as I have been able to study the requirements of the Division, I shall hope to furnish Your Lordships with the matured views of my colleagues and myself.

In this year's circumstances I shall simply quote without comment the opinions of the staff of the Division.

I begin with the Report of H.M. Inspector Dr Macnair, as he has the largest responsibility for Continuation Class work.

CENTRAL INSTITUTIONS UNDER SPECIAL MINUTES.

Dr. Macnair reports as follows:—

Dr. Macnair

Three Central Institutions.

There are three Central Institutions receiving special grants in this division—the Heriot-Watt College in Edinburgh, the Nautical College in Leith, and the Edinburgh and East of Scotland College of Agriculture. All these are doing very good work and are gradually extending the scope of their operations. An estimate of the nature and extent of this work may be gathered by a reference to the special reports furnished by the local authorities. These are printed as appendices to this Report.

General remarks on Art. 91 (*d*) Classes.

The Classes under Article 91 (*d*) of the Code have shown a slight falling off both in numbers and enrolment. Most of them have done excellent work, and the fruits of it are already becoming apparent in the improved work—in Drawing especially—to be seen in many of the schools. In a few cases the results have been disappointing, but this has been where sufficient

care has not been exercised in the choice of a teacher. It cannot be too strongly impressed upon managers that the teacher of a 91 (*d*) class should not only have technical knowledge and skill far beyond what he is required to teach, but should have been himself a successful teacher of children, and should be a man of exceptional ability, energy, and enthusiasm.

Continuation Classes in Science and Art Subjects.

Division III. Classes.

Subjects taken up.

In all, twenty schools were recognised as centres for classes under Division III. Of these, five were in Fife, four in Linlithgowshire, three each in Midlothian and Stirling, two in Perth, and one each in Clackmannan, Selkirk, and Roxburgh. Each school had on an average between three and four courses. The subjects of the courses were as follows, in order of popularity:—

Building Construction	13	classes
Engineering (including six classes in Machine Construction and Drawing only)	12	„
Art	11	„
Chemistry	3	„
Mining	3	„
Mathematics	2	„
Weaving	2	„
Ironfounding	1	class
Plumbing	1	„
Baking	1	„

Character of Work.

All these classes have done useful work, and although the standard reached in the majority of cases is not very high, there is reason to hope that it is gradually rising.

Building Courses.

In the Building Courses the instruction is too much confined to the copying of drawings, and the students are seldom called upon to exercise their ingenuity and judgment in applying what they have learnt to Designing of even the simplest character.

Engineering Courses.

The Engineering Courses are of a more practical character, and are consequently more satisfactory. In several of the schools mechanical laboratories of a more or less makeshift character have been fitted up and experimental work by the students has been introduced. In every case this has been found popular with the students and helpful to the theoretical work.

Division II. Classes.

Nature of work.

A very large proportion of the work of these classes, especially in Edinburgh and Leith, is mere repetition and amplification of what has been previously done in the elementary school and subsequently forgotten. It is to be hoped that the raising of the school age to 14, and the more practical methods of teaching arithmetic and mathematics which are now being introduced will gradually provide a supply of pupils fit to go on to serious work in scientific and technical subjects.

Co-operation.

The problem of securing co-operation between the Division II. classes and the more advanced classes carried on at the Central Institutions or under Division III. has received further attention during the past session. In Edinburgh an agreement was come to whereby pupils who had satisfactorily completed a two years' course at the Continuation Classes were to be passed on to the second year classes at the Heriot-Watt College. The results of examination at the end of the session showed that very few of the pupils had made sufficient progress to be able to do this with advantage: still, the first step has been made, and I have no doubt that the co-operation will become closer as time goes on and the arrangements become better known to the students.

Dr. Macnair desires me to state that he is indebted for much of the information contained in his Report to Mr. Michie (Junior Inspector).

Ordinary Continuation Classes.

Mr. Barrie forwards the following notes prepared for him by his Assistant, Mr. Craigie:— *Mr. Barrie*

Continuation Classes have of late been gradually diminishing in country districts. The long session demanded in the Code is the usual reason given for this dwindling away. Farm-servants and other country labourers come readily during the long winter evenings, but as soon as the days begin to lengthen their working day becomes correspondingly long and they have not time to attend the classes. The special consideration offered in the note to Article 6 of the Code has not been taken advantage of in this district as yet. Probably, when its terms come under the notice of those interested in country schools, application for a shorter session may be made in some cases where classes were formerly held. Falling away of Continuation Classes in rural districts.

The Division I. classes, as is to be desired, are gradually getting smaller and smaller in the town schools, though they still bulk largely in the country ones. This is due to the fact that many of the pupils in the latter class of schools have been for years away from the day school, and the teachers very naturally put them into a Division I. class for revision of elementary work, though they may be at the same time attending a class for specialised instruction in Division II. Division I.

In country districts difficulty is found in securing properly qualified teachers to undertake the work of specialised courses. Most of the classes are conducted by members of the day school staff, and they attempt only the subjects they know themselves. In a town like Leith, where the teachers of the various subjects are experts, matters are entirely different. In the elementary schools in Leith the Division II. classes have been co-ordinated with the Technical College, and the pupils are expected to work up to its standard. It is largely recruited from these schools. In the schools under the Leith Board, in Haddington, in North Berwick, and at other centres in the county very creditable work is being done in classes under Division II. Division II.

Dr. Dunn reports:— *Dr. Dunn.*

My late assistant, Mr. T. Smith, has supplied me with a large amount of valuable information with regard to the Continuation Schools; and I gladly take this opportunity of bearing testimony to the unflagging zeal, devotion to duty, intelligence, and loyalty with which he discharged his official duties. Considerations of space compel me to content myself with a précis of his report.

Excluding the schools visited by the Science Inspector and the Inspectress of Cookery, forty-five schools were visited. Of these, six schools took Division I., twenty-one took Division II., fifteen took Divisions I. and II., one took Divisions I. and IV., one took Divisions II. and IV., and one took Divisions I., II. and IV. Number of Schools.

In Division I. the numbers continue to diminish, and consist for the most part of pupils exempted from school attendance, or desirous of qualifying themselves for specialised instruction. The results are fairly good, but, as might be expected, many of the pupils showed backward attainments. Drawing and Needlework were the most satisfactory subjects. Division I.

In Division II. the subjects taught were numerous and varied, embracing Commercial Arithmetic and Geography, Commercial Correspondence, Book-keeping, Shorthand, Type-writing, Drawing and English, with Composition for advanced pupils. For young women, Cookery, Laundry-work, Needlework and Dressmaking were the principal subjects, and were all efficiently taught. French was taught in three schools, German in three, and Latin in one. Division II.

Physical Exercises and Military Drill were the subjects taken under Division IV. Division IV.

General Remarks.

(1). As a rule the choice of subjects is dictated by practical and utilitarian considerations, rather than with a view to general culture. In this connection the neglect of Music is, I think, to be regretted; and the study of English Literature might advantageously be extended.

(2). The Commercial Subjects bulk largely and the classes are well attended, particularly in large commercial centres, such as Dunfermline, Cupar, and Kirkcaldy. The Book-keeping classes were attended for the most part by apprentices beginning life in places of business. The teaching was thoroughly competent. Shorthand, taught by experts, was very successful, and a large number of Pitman certificates were obtained. Typewriting is gaining ground, but the supply of machines is still unduly limited. Drawing on practical lines, Design and Geometrical, shews thoroughly good work, and the study of Design has been in some cases encouraged by the awarding of prizes. French and German have been taught by the new method with a view to conversational expertness. In Dunfermline High School correct pronunciation was developed by means of the gramophone. The classes for Cookery, Laundry work, etc., organised by the County Council, for the benefit of young women, have done admirable work. The Dress-cutting and Dress-making classes at Dunfermline deserve special praise.

(3). Physical Exercises and Military Drill have been very efficiently taught. In one school (Dysart, Boreland) not only were squad, company, and battalion drill taught, but lessons were also given on musketry, outpost duty, scouting with sketch-map drawing; and as a practical result nine of the young men joined the local Volunteer Corps at the end of the session.

(4). With very few exceptions, the order and behaviour of the classes were exemplary; and it is becoming increasingly evident that the Continuation School is being recognised as an integral part of the educational system, and, as such, demanding the discipline and earnest application which characterise the other departments of that system.

Mr. King.

Mr. King's report, prepared in consultation with him by his Assistant, Mr. J. H. Murray, is as follows:—

Continuation Classes nearly extinct in purely rural localities.

During last Session (1903-4) there were only 13 schools in which Continuation Classes were held in this district. These were nearly all in the towns and large villages. In the country districts, very few appear to care for more "schooling" than the day school gives. In Berwickshire, however, the prosperous classes at Whitsome, Hutton, and Paxton prove that it is not impossible to have a full session and a good attendance, year after year, in purely rural districts. There was only one such school in Roxburghshire; it was granted a shorter session, and the attendance was small. There were no rural classes either in Peebles-shire, or in Selkirkshire. In 1900-01 there were twenty Evening Schools in the rural portions of the Border District. There are now (1903-4) only four, and one of these probably does not possess sufficient vitality to ensure its permanence.

What loss the education of the district has suffered by the extinction of these schools, it is difficult to determine. Some of them certainly did very good work, and are much missed. Even the schools where the quality of the work was below average were of advantage to the lads of the country-side. They had there a meeting place where, if they did not strenuously exert their minds, they at least rested their bodies in warmth and comfort, instead of aimlessly lounging through the long winter evenings in the stables or the farm kitchen, and where they had some opportunity of learning anew and of remembering what they had learned of old.

The decline of the rural Continuation Schools in the district is due to several causes:—

Causes of this.

(1) The young men who used to attend, frankly say they have had enough of them. This really means that they have grown tired of attending schools, and have found other and probably less profitable ways of spending their time.

(2) The boys who have recently left school do not want to return to the old routine. It was unfortunately the case that the work done in the rural evening schools was often a mere *réchauffé* of day school lessons. Both method and discipline must be changed from those of the day school if an evening class is to be successful. The work need not be less thorough, nor the discipline less effective, but the attitude of the teacher to the taught must change. The teacher must sometimes argue and discuss matters with the students; he must request rather than command; in short, he must treat his pupils as men and women, and as students—although perhaps they are undeserving of any of these names—and not as children.

(3) The Code is more stringent in its requirements as to length of session, classification, and finance. In many country places it is difficult to find a sufficient number of qualified pupils for a Division II. class. Boards are reluctant to place any part of the Continuation Class expenses on the rates. The pupils themselves now stay at school at least a year longer than they used to do, and this restricts the number available for the Continuation Class. Finally, the length of the normal session may to some extent have hampered the students and caused irregularity, leading to dislike for the class and its work both among the teachers and the students.

A great deal of excellent work is done in the Continuation Classes in the towns. The Galashiels classes, in particular, were well organised and well attended. This year (1904) the Hawick School Board has issued a very full prospectus containing a complete scheme for Elementary, Continuation, Art, and Technical Classes. A larger attendance might reasonably be expected both in Peebles and in Selkirk, and it is hoped that the coming session will be more prosperous in this respect than the last. In the towns.

Mr. Clark reports:— *Mr. Clark.*

During the past session Continuation Classes were conducted at thirty centres, a decrease of five on the previous year. Instruction was given under Division I. at nineteen centres, under Division II. at twenty-two, under Division III. at two, and under Division IV. at two. At sixteen centres, classes were held under one division, and at fourteen, under more than one. The largest centres were in Perth Burgh, and the work done at these I shall briefly review first. Statistics of Classes.

As a result of the agreement arrived at between the School Board and Perth Educational Trust, the Continuation Class work in Perth was reorganised last year. The Commercial and the Domestic Classes were transferred from the Academy to Caledonian Road School, Southern District School, and Sharp's Institution; and the Engineering, the Language, and the Advanced Art Classes were retained in the Academy; while, in addition to the Commercial Classes, Sharp's Institution provided classes connected with Architecture, the Building Trades, and Applied Art. This arrangement, which was recommended by Dr. Macnair, has been attended all round with highly satisfactory results. Organisation in Perth (Burgh).

Division I. classes were held in Caledonian Road and Southern District Schools—the total enrolment being 266. Though the attendance of several of the exempted pupils was very far from perfect, satisfactory work was done. Division I.

Division II. classes were held at four centres, the largest being at Caledonian Road School, where the practical instruction in Dressmaking, Millinery, and Laundry work attracted very large numbers. The instruction in Commercial subjects, which is mainly in the hands of experts, is very successful, a fairly large proportion of the students pursuing a systematic study of a subject or subjects for a period of two or three years. Division II.

The only Division III. classes in the district were held at Perth Academy and at Sharp's Institution. The efforts of an able staff, combined with the interest and enthusiasm of the students, produced very satisfactory results. The new organisation has undoubtedly led to work of a more highly differentiated nature. Provision should, however, be made for a definite three years' Commercial Course including a language. Division III

Division IV. Only three classes were held in the District under Division IV.—Singing and Elocution at Caledonian Road School, and Gymnastics in connection with Southern District School.

In the County. Division I. Outside Perth Burgh, Continuation Classes were held in nine of the smaller towns and in seventeen of the rural schools. In the Division I. classes, much effective work was done, particularly where the classes were composed of older pupils who attended with the serious purpose of increasing their knowledge in their leisure hours. Sometimes, however, the mistake was made of attempting too many subjects.

Division II. In Division II. the favourite subjects were Book-keeping, Shorthand, and Mensuration. English was taught at only two centres, and Mathematics at five. The quality of the Division II. work varied considerably.

I have the honour to be,

My Lords,

Your Lordships' obedient Servant

A. E. Scougal.

To the Right Honourable

The Lords of the Committee of Council

on Education in Scotland.

GENERAL REPORT *for the year* 1904, *by* A. E. SCOUGAL, Esq., M.A., *His Majesty's Senior Chief Inspector of Schools, on the* CONTINUATION CLASSES *in the* WESTERN DIVISION of SCOTLAND.

MY LORDS,

I have the honour to present to Your Lordships the following General Report on the Continuation Classes in the Western Division of Scotland.

I.—ORDINARY CONTINUATION CLASSES.

Divisions I., II., III., and IV. (*by Districts*).

Preliminarily, I note the following as some of the salient points more or less common to the reports of the District Inspectors.

Attendance. The number of pupils enrolled continues to show a steady if not very marked increase, especially in the larger towns and more populous country districts.

Number of Centres. The number of Centres does not vary in any considerable degree from last year's. A decrease of two in Argyllshire is more than counterbalanced by the opening of several new classes in the counties of Ayr and Renfrew. Dr. Douglas Thomson deplores the small proportion of Continuation Centres to Day Schools in his District, the numbers for the past year being 21 and 219 respectively; and, while recognizing the difficulty of establishing such Centres in large and sparsely-peopled country parishes, he considers it highly desirable that further provision should be made in this direction in Dumfries and Galloway. Mr. Munro Fraser also comments on the scarcity of Continuation Classes in some of the remote parts of Argyllshire.

Division I. Division I. Classes consist mainly of "exempts," and show steadily diminishing numbers. But so long as School Boards continue to exercise, however judiciously, their power to exempt children from the obligation to attend the Day School before the age limit has been reached, so long will the Division I. Classes be in greater or less demand. Mr. M'Vie refers to the uncommonly large number of pupils enrolled in Division I. in the Vale of Leven, owing to the liberality with which the Bonhill School Board grants "exemptions."

Division II. The reports on Division II. Classes are, in general, satisfactory. Mr. Smith draws attention to the waste of time and energy caused by the system in vogue under the Glasgow Board, by which very small classes in special subjects (Shorthand, Book-keeping, etc.) are scattered all over the city schools instead of being taught at certain well-organized centres.

Correlation of Classes.

Several of my colleagues, notably Mr. Andrew and Mr. Smith, call for a more sensible correlation of the Division II. Classes, and strongly insist on the importance of forming special courses by grouping kindred subjects. In a few instances a beginning has been made in this direction, but not to any great extent. Mr. Andrew and Mr. Munro Fraser refer to the progress that has already been made in Govan, and Paisley and Greenock, respectively, in organizing the Science and Mathematical Classes into regular courses, which have as their aim preparation for admission into the corresponding courses in the Technical Colleges. Mr. Andrew suggests that centres for Commercial subjects should be kept entirely separate from those for purely Science and Technical subjects, with a view to inducing pupils to confine themselves to one particular department of study.

In connection with Women's Industrial Classes, Mr. Andrew and Mr. Munro Fraser urge the importance of starting classes in Practical Housekeeping.

Division IV.

There does not appear to be a pressing demand for the subjects under Division IV.

Registration, &c.

Some of my colleagues recommend Head Masters to make themselves better acquainted with the rules governing the registration and organization of Continuation Classes.

Following on the lines of last year, I now give a summary of the reports on the several Districts taken in alphabetical order, reserving, however, the Glasgow District to the last.

Ayrshire District.

Mr. David Thompson reports on sixteen schools in this District that he visited during the session. In the majority of the schools the attendance was very regular, but it was not satisfactory in others.

Causes of irregular attendance.

Irregularity was due to one or more of the following causes : overtime in offices and factories, working on night-shifts, distance in winter and rough weather, counter-attractions in the form of amusements, and (in the opinion of not a few) the undue length of the session. That this last-mentioned reason has some weight is to be inferred from the fact that falling-off in the attendance synchronized with the lengthening of the day. By far the largest number of pupils was enrolled in Division II. The most popular subjects in this Division were Commercial Arithmetic, Shorthand, Book-keeping, and Typewriting—a fact that shows the popularity of the commercial side of Continuation Class work. But Foreign Languages were not in great demand.

Good progress generally.

On the whole good progress was made. In Division I. Slate Arithmetic was often treated too mechanically, and questions involving long operations were too common. More practice should be given in Mental Arithmetic. As a rule, Spelling and Composition were the weakest subjects. In Division II. these subjects were relatively much better taught, and the pupils took a greater interest in their work.

Dumfries and Galloway District.

Classes in Division I. were conducted last year at twelve out of the twenty-one centres opened under the Continuation Code. Under Division II. classes were taught at fourteen centres, and under Divisions III. and IV. at one and two centres respectively. Commercial Correspondence, Commercial Arithmetic, Book-keeping, Shorthand, and Geography were the favourite subjects. Typewriting and Drawing were also taught. Cookery, Dressmaking, and Laundry-work (the latter conducted in only one school) were fairly well patronized. Dr. Thomson thinks it desirable, and I agree with him, that the text-books used in the classes should be the property of the pupils rather than of the Board, as is the case at present.

Subjects generally taken.

It is matter for regret that the Boards in this district have not to a much greater extent availed themselves of the facilities offered by the Continuation Code for providing for the *further* education of the young men and women of the district.

More advanced work desiderated.

Govan and Dumbartonshire District.

In the schools under the Govan Board there was a total enrolment of 4,553 pupils, an increase of 531 as compared with the previous session. In Division II. Commercial Subjects were in great demand, Mathematics and Engineering being also patronized to a considerable extent. Classes in special subjects for women were well attended; and a special class of thirty-nine police constables from the Partick Division was organized last year for the first time, and with much success.

Commercial subjects in most demand.

In the larger centres in Dumbartonshire systematic courses of study similar to those instituted under the Govan Board were introduced with beneficial results. Of the Industrial Classes for women, while Dressmaking and Millinery proved very attractive, Cooking and Laundry-work were very poorly attended. In the rural schools good work was done.

Systematic courses.

I quote the following interesting sentence from Mr. M'Vie's report. "It is exceedingly gratifying," he writes, "to observe that the pupils continue in attendance for several sessions, many of those who began in Division I. Classes being now seen in such advanced subjects as Engineering, Naval Architecture, and Building Construction."

Continuance of attendance for several sessions.

Mr. Andrew, while testifying to the amount of good work that has been done in French and German, maintains that, with rare exceptions, only such pupils as have made considerable progress in these branches in the Day School attain to any proficiency in them in the Continuation Classes. As one noted exception, he mentions a class in Spanish, taught by Mr. Kesson, which has made remarkable progress. I have already referred to other points raised by Mr. Andrew.

Modern languages.

Lanarkshire District.

Mr. Harvey alludes to a difficulty that we have experienced also in Glasgow; namely, the aversion frequently shown by pupils to enrolment under Division I. although their attainments disqualify them

Aversion to enrolment in Division I.

from attending more advanced classes. Some are averse to joining classes in Reading, others wish to devote all their time to Arithmetic, and so on. "In this Division," suggests Mr. Harvey, "the greatest freedom, consistent, of course, with efficiency, should be permitted in the choice of subjects." Such freedom we do allow in Glasgow to pupils who may have reached the adult stage. But those under 16 who do not give evidence of such attainments as entitle them to a place in Division II. usually take the full course in Division I. "The pupils in Division II.," Mr. Harvey continues, "are, as a rule, bona fide scholars. They attend for a purpose and work well." In the mining districts of Lanarkshire adults have been known to begin with Division I. classes and work their way up into Science and Art Classes and the Glasgow Technical College.

Good work in Division II.

Special Classes for Women were well attended, with successful results. Subjects under Division IV. were in some demand at certain centres.

Renfrew and Argyll District.

Successful work.

Mr. Munro Fraser reports in favourable terms on the schools generally. In Argyllshire, Dunoon, Oban, and Campbeltown fall to be mentioned for large classes and good work; while among the smaller centres, Kilmartin and Tighnabruaich schools merit a word of praise. The only Gaelic Class in the Western Division, outside of Glasgow, is taught in Dunoon.

The Orphan Homes, Bridge of Weir.

"A notable addition to the list of Continuation Classes of last year was the institution known far and wide as the Orphan Homes of Scotland (Bridge of Weir). Naturally most of the work done here was purely elementary; but there was an excellent Navigation Class under Division II., taught on board a real ship (on land) by a practical instructor. Further developments are expected, especially in connection with the training of girls."

Navigation.

Mr. Fraser expresses surprise at the absence of classes in Navigation in such seaports as Oban, Campbeltown, Tarbert, &c. It is rather remarkable that this subject does not receive more attention in the sea-board parishes of counties like Argyll, Ayr, and Renfrew, many of the inhabitants of which take to a sea-faring life.

In Renfrew county, Continuation instruction was given at fifty centres, Paisley and Greenock accounting for ten each. Much good work was done, especially in the large town classes. I have already drawn attention to the improvement that has been effected in the organization of the Science and Technical Classes in Paisley and Greenock.

Glasgow, etc., District.

Increase in total attendance.

The total number of pupils enrolled in classes under the Glasgow School Board was 18,464, an increase of 766 over the numbers for the previous year. The enrolment in Division I. showed a decrease of 478—a significant and encouraging feature. Classes were also conducted at three centres under the auspices of the United Young Men's Christian Association; at one centre under the Maryhill Board; and at one Roman Catholic centre (St. John's R.C.S.) Several classes specially for police-constables were also held in the city; and fair success attended a few classes started by a Committee of the Glasgow Social Union.

Decrease in Division I.

Mr. Smith has written a long and interesting report on the classes conducted by the Glasgow School Board during session 1903–4, with special reference to the classes in Divisions I. and IV. and those under Divisions II. and III. which did not fall within the province of Mr. Young. I have already alluded to some of the points touched on by Mr. Smith. The following are other points of special interest in his report.

Languages.

English, French, German, Latin, and Greek were the languages chiefly studied, but classes were also held in Gaelic, in Spanish, and even in Hebrew—the classes last mentioned being by no means the least satisfactory in point either of enrolment and attendance, or, so far as could be judged, of progress. Of the quality of the language work in Continuation Classes generally, it may be said that, though very imperfect as judged by day school standards, it disappoints no reasonable expectation if due regard is had to the difficulties which beset it. The time available for instruction is short. The energies both of teacher and of pupils have often been severely taxed before the evening work begins. Irregular attendance and intermittent application, occasioned largely by incessant variation of pressure in the business world with which the Continuation Class system is so closely connected, weaken still further the possibilities of the curriculum. English is, perhaps, the most satisfactory subject, as the classes in English were the most largely attended. This is natural. In a foreign language the deficiency comes out most closely on the oral, in English on the written side. The written exercises in Latin, etc., were, as a rule, more regularly and faithfully performed than those in English. History and Geography were not much studied. English Composition was sometimes extremely satisfactory, revealing in subjects seriously thought out and fully developed the aspiring struggles of sound, if untrained, intelligence. In French there has been gratifying progress during the past session. Methods are becoming more practical, more interesting books are read, and in some cases there is even a serious attempt to instil some knowledge of pronunciation and of living spoken French. There is little occasion to dwell upon the comparatively few classes in Latin, Greek, German, etc., further than to say that the teaching was sound and that the work seemed to be as good as could be expected under the circumstances. To this somewhat qualified praise an exception must be made in favour of the classes conducted at the High School. The work done at that institution was of a decidedly superior character.

Commercial subjects.

With regard to Commercial Subjects, classes were conducted in Penmanship at some of the higher centres, but the principal subjects dealt with were Book-keeping, Shorthand, and Arithmetic, which were very popular both with lads and with girls. In the Commercial Courses there exists at any rate the nucleus of an organized curriculum leading up to the Central Institution recently recognized at the Athenæum College; and, with a proper understanding between the School Board and the Managers of that

College, there is now no reason why Glasgow should not possess a fully organized system of Commercial Education.

Much valuable work continues to be done in the Industrial subjects for girls.

Few classes in Division IV.

There is still very little demand for Division IV. subjects. Music is scarcely represented; there are one or two classes in Elocution; and at some other centres Gymnastics and other Physical Exercises are practised, sometimes in connection with a local Social Union. The small number of these classes is much to be regretted.

II.—Continuation Classes in Technical (Science and Art) Subjects.

The inspection of the Technical side of Continuation work has been mainly in the hands of my colleague Mr. Young, His Majesty's Inspector for Science and Art in the Western Division. The report which he has furnished to me on this branch is so interesting and suggestive that I have pleasure in submitting it for your Lordships' consideration almost *in extenso*. The year has been one of increased activity and progress. The particular functions of Continuation Classes are being more intelligently understood than formerly; and there are also, in marked evidence, a more thorough correlation of the different branches of Technical study and a general improvement in methods of teaching.

Mr. Young reports:—

Improvement in organization of courses of study.

"Since last General Report was written, very gratifying progress has been made throughout the Division in the correlation of the different branches of technical study so as to constitute lines of work with a definite end in view.

Increase of schools under Division III.

"There has been in consequence a considerable increase this session in the number of schools that have put forward satisfactory schemes of instruction under Division III. A more effective grasp of the situation has been taken by headmasters and teachers generally; and this is the more evident from the fact that in schools where classes under Division III. had been previously recognised, a larger number, in some cases all, of the students are now pursuing systematic courses of instruction in Industrial or Art subjects.

"Both teachers and students appear now to be getting away from the view held so long and so tenaciously regarding the self-contained nature of the 'subjects' of Machine Construction, Steam, Applied Mechanics, and Building Construction; and fewer cases now occur of students taking these branches without the requisite preliminary training in Geometry or Practical Arithmetic.

Co-ordination of Continuation Class work with that of Central Institutions.

"Upon the headmaster of an Evening School must now rest a greater measure of responsibility as adviser-in-chief of the students presenting themselves for enrolment. The concession made by the Department, to recognize under Division III. all classes forming part of well-ordered schemes of study leading up to higher work in a central school or institution, is a direct incentive to satisfactory organization, and has already been productive of good results. It constitutes the basis of the agreement arrived at between the Glasgow and Govan School Boards on the one hand, and the Glasgow Technical College on the other, whereby Industrial Courses of instruction in Continuation Classes, under these Boards, are recognized under Division III., inasmuch as they meet the requirements desired for more advanced studies at the Technical College.

"Successful and efficient tuition in Continuation Classes should lead the Technical College authorities at an early date to concentrate themselves upon the higher work, leaving preliminary studies in such subjects as Engineering, Drawing, and Building Construction to be overtaken in the Continuation Classes.

"Students' Guide."

"The suggestion made last year regarding the need of a 'Students' Guide' to classes in Industrial subjects in Glasgow has not as yet borne fruit: yet the desirability of such a thing must be obvious. It would be a boon to many young apprentices to have laid down for them, in a readily accessible and comprehensible form, the general lines of study related to their particular occupation, the Centres where provision is made for instruction in the various branches, the period of the course when classes are to be taken at the Technical College, and the attainments the student must possess before being admitted there.

Art classes.

"Success has attended the arrangement of Art work, made as between the Evening Continuation Classes in Glasgow and the School of Art. Last year the joint syllabus of Art studies agreed on was in operation at seven centres under the Glasgow School Board, and at the close of the session the work of quite a number of students was considered of sufficient merit to warrant their admission into the School of Art for further study. The hearty co-operation of the Head Master of the School of Art in the drafting of the syllabus of study, and in the furtherance of the scheme, is a very satisfactory and promising feature of the arrangement.

Other Division III. classes.

"Within the Western Division, outside of Glasgow and Govan, the following Continuation Classes should be mentioned as now putting into fairly effective operation courses of study in Industrial and Art subjects, which have been considered worthy of recognition under Division III:—

Ayrshire	Irvine Royal Academy. Kilmarnock Academy, and Science and Art School.
Dumbartonshire	Clydebank. Dumbarton School of Science and Art
Lanark	Coatbridge Technical School. Hamilton Academy. Larkhall Academy. Motherwell High School.
Renfrew	Greenock Technical School. Paisley Technical School.

Mining.

"Courses of Instruction in Mining, based on the General Scheme drafted at a meeting of Mining teachers, have now become general, and at many of the centres there is satisfactory evidence of improvement in the character of the instruction. It is to be confidently expected that henceforth the students going forward to the examination for Mining Managers' Certificates will be found to have a more intelligent and useful grasp of general principles than has hitherto been the case.

"With regard to the Science and Art work in Continuation Classes generally, the following remarks may be made:—

Mathematics

"*1. Industrial Subjects.*—In Mathematics a tendency still remains to treat some parts of the subject in ways that are of philosophical rather than of practical interest. On the whole, however, it must be said that most of the work is now being conducted on sound practical lines; and, no doubt, the teachers, with the experience they have gained of the newer methods, will be able to improve still further their treatment of the subject.

"More attention might be given, for instance, to the uses and manipulation of the slide-rule, and to methods of calculation from data which are liable to error. These matters have heretofore been disregarded to a great extent, except by teachers who are themselves engineers.

Plane Geometry.

"Special classes in Practical Plane Geometry are not now required by students who are following the usual courses in Engineering or Building Construction. That part of the work should now be overtaken in the class in Practical Mathematics.

Solid Geometry.

"Practical Solid Geometry could be more profitably studied than is the case at present. The difficulty of the beginner arises mainly from the fact that objects of three dimensions must be represented on a plane surface. This disadvantage may be minimized by causing every student to construct for himself as many models as possible; in this way his apprehension of the problems on the straight line and plane will be facilitated, and his grasp of mathematical principles strengthened.

Machine Drawing, etc.

"Excellent work in Machine Drawing and Building Construction continues to be done in many of the schools.

"In others there is still some little lack of precision, of sharpness in lining, of accuracy in the use of scale, and of that careful attention to details which it is to be hoped will be remedied in future.

Applied Mechanics and Steam.

"Applied Mechanics and Steam still continue to be put forward, and their teaching is still attempted, without proper facilities for laboratory work in Experimental Mechanics and Heat; and there is often, indeed, little or no apparatus for the purpose of satisfactory illustration.

"It should be made generally known that recognition of these subjects will not now be granted by the Department unless (1) the students can give evidence of suitable preparatory instruction in Mechanical Drawing and Practical Mathematics, and (2) the equipment in the school for experimental work is adequate.

Art subjects.

"*II. Art Subjects.*—The newer methods of study are now almost universal in the Western Division, and the Art teachers are, as a rule, succeeding in arousing and maintaining an intelligent interest in them.

"The quality of the work is still, however, in some few places, being affected by the presence of students desiring to follow the older order of things, with a view to the examinations of the Board of Education in particular branches. These are survivals which should shortly disappear.

Suggestions by Mr. Grigor.

"Mr. Grigor has sent me the following valuable suggestions, which appear to me to apply with force to Drawing work in Day Schools as well as in Continuation Classes.

"(1). Mediums used to express form should be carefully considered in relation to subjects of study; *e.g.*, delicate nature forms, such as flowers, shells, etc., should be treated so as to ensure that their character is clearly suggested by the representation.

"(2) Drawings of plants and other nature forms, at the earlier stages of study, should be direct and simple transcripts, and not decorative renderings.

"(3) All drawings made throughout the course, whether from nature or from manufactured articles, should be carried sufficiently far to prove that the student has thoroughly appreciated the form and has mastered its representation in the particular medium selected. The attention of the student in every case should be concentrated on the form to be studied, and not on accidental effects.

"(4) In the use of natural forms in pattern drawing, care should always be taken to ensure that the growth has been studied and understood, and that its laws are not violated in the pattern produced.

"(5) Undue liberty in the selection of examples for study and of methods of expression should not be permitted to individual students. Attention should be given to each component part of the approved scheme, and an educational sequence should be evolved, so arranged as to make the work of the session an organic whole.

"Wood-carving has not yet been placed upon a very satisfactory footing. Only in a few schools has any serious effort been made to put the subject into its proper place as part of an Art Course under the supervision of the Art Master. As a rule, skill in Drawing and a knowledge of the elements of Design are lacking in the students, who are provided with the designs for their carving work by the instructors. Few of the students are Cabinetmakers or other workers in wood, who would find the practice an advantage to them in their occupation. In great part the work is taken by women as a recreation, and any desire they may show to produce something more or less artistic should be wisely directed to a course of Art study. The subject as generally taught at present should be relegated to Division IV." Wood-carving.

CENTRAL INSTITUTIONS.

(Article 87).

An account of the Continuation work of the Division would not be complete without notice of the four Central Institutions in which provision is made for carrying Technical Education to its most advanced stages. Each of these Institutions provides specially for the completion (in a sense) of certain definite courses of instruction begun in the ordinary Continuation Classes. Scientific, Technical, and Industrial lines of study find their proper culmination in the Glasgow and West of Scotland Technical College; the Glasgow School of Art receives the advanced students in Art; the Glasgow Athenæum Commercial College is the centre for the highest stages of specialized preparation for Commerce; and the West of Scotland Agricultural College provides courses of applied study in Agriculture, Dairying, Chemistry, Botany, Horticulture, and kindred subjects. Four Central Institutions.

For a complete estimate of the nature and extent of the work done in these Central Institutions reference should be made to the special reports furnished by their respective governing bodies. These are printed as appendices to this report. One or two features, however, may be here noted as of special interest in connection with recent developments, particularly those for securing better correlation with the ordinary Continuation Classes. Special reports in appendix.

Great progress has been made with the erection of the new buildings for the Glasgow and West of Scotland Technical College. These have been conceived on a most liberal scale, and when completed will provide premises worthy of the position and function of this Central Institution. During the past year no fewer than 4,701 students were in attendance, of whom 489 were day students and 4,212 were evening students. The recent arrangement with the Glasgow and Govan School Boards by which the elementary evening classes in certain subjects were reduced, the students being transferred to the Continuation Classes under these Boards, has naturally reduced the attendance in elementary work; but this reduction has been accompanied by a satisfactory expansion of the higher classes. Another change which was expected to affect the attendance somewhat injuriously was the institution of a preliminary examination in Elementary Mathematics; but the consequent loss in numbers has been surprisingly small, and the Governors are *Glasgow and West of Scotland Technical College.* Agreement with School Boards. Preliminary examination.

able to report that the standard of instruction has been raised. Both changes are to be strongly commended as steps in the direction of welding together all parts of the Continuation educational system. The success of these changes as they affected the ordinary Continuation Classes has already been described in the preceding section of this report. Notice may also be taken of the work of the Board of Studies which has this year been engaged in the revision of the courses of study for the Diploma and for the College Certificate. The Evening Courses have been arranged into three groups leading to certificates in Mathematics and Physics, in Chemical Science, and in Engineering Science.

Revision of courses of study.

The Glasgow School of Art.

The Glasgow School of Art is recognized by the Department, under Article 87, as the Central Institution for Higher Education in Art, for Glasgow and the West of Scotland. The Governors duly appreciate their duties and responsibilities in this connection, and they have been able in the past session to carry out certain reforms in the organization of two departments of the school's work. Professors have been appointed to take charge of the departments of Architecture and of Design and Decorative Art; and certain classes devoted to Architecture have been amalgamated with others in the Technical College, to form the Glasgow School of Architecture. Notice may also be taken here of the visit paid to some of the more important of the National and Municipal Schools of Art in France by a deputation of the Governors accompanied by the Head Master. The experience of work and methods thereby gained should be of great service.

Co-ordination with Continuation Classes.

The co-ordination of studies brought about by the arrangement between the Glasgow School Board and the Governors of the School of Art, whereby advanced pupils in Continuation Classes are transferred to the School of Art, is a most valuable and important step in the right direction. Mr. Young has referred in the preceding section of this report to the gratifying success which has attended the working of this scheme during the past year.

Article 91 (*d*) Classes.

Another important line of usefulness is found in the Special Classes for the instruction of Teachers under Article 91 (*d*). During last session 858 teachers were in attendance. The course of study is divided into three stages. Teachers who successfully pass through all its stages, and give proof of their ability as teachers of Drawing, receive Diplomas. Last year twenty-eight Diplomas were awarded.

The Glasgow Athenæum Commercial College.

The Glasgow Athenæum Commercial College was, in July 1903 recognized under Article 87 as the centre for higher Commercial Education in Glasgow and the West of Scotland. The total number of individual students in attendance during the past session was 1,188, while the number of enrolments in classes amounted to 1,743.

A systematic course of study in Commerce.

The chief feature of interest to be chronicled regarding the year's work is the inauguration of a systematic course of Commercial Education extending, normally, over a period of four years. This course has not yet been largely attended, but the Council confidently expect that when its benefits are more thoroughly understood more students will avail themselves of the opportunities thus

offered for securing a thorough training for entering on a mercantile career. They also appeal to employers to encourage their employés to take advantage of this means of fitting themselves for business life. The importance in this connection of encouragement from, and of enlightened co-operation among, the leaders of commerce, cannot be too strongly emphasized. The intelligence of the employé will be raised only by an increased demand for it. Commercial men should therefore insist on a certain educational equipment as a primary condition of the acceptance of the services of those whom they employ; and such skilled service should be duly recognized and rewarded.

No arrangements have as yet been effected for the correlation of Commercial study between the ordinary Continuation Classes and the Athenæum. The matter, is, I believe, under consideration, and the hope is expressed that an agreement may be possible whereby the more elementary stages will be largely relegated to the Continuation Classes. The Central Institution would then be set free to concentrate attention on the more advanced stages, and would in this way rise to a higher plane of work more in keeping with the appropriate functions of a Central College.

The West of Scotland Agricultural College.

The number of students in attendance at the West of Scotland Agricultural College during the past session was 79 at Day Classes, 55 at Evening Classes, and 233 at the Dairy School which was held at Kilmarnock. Classes are also conducted, on any branch of Agricultural Science, at local centres where there is a sufficient demand. Last year there were fourteen such centres. The subjects studied were Agriculture, Agricultural Chemistry, Seeds and Pastures, etc., and the aggregate number in attendance reached a total of 631.

I have the honour to be,

My Lords,

Your Lordships' obedient Servant,

A. E. Scougal.

To the Right Honourable

The Lords of the Committee of Council

on Education in Scotland.

GENERAL REPORT *for the Year* 1904, *by* J. BOYD, ESQ., *one of His Majesty's Chief Inspectors, on the* CONTINUATION CLASSES *in the* NORTHERN DIVISION OF SCOTLAND.

MY LORDS,

I have the honour to submit a report on the Continuation Classes in the Northern Division of Scotland for the year 1903-4.

The year under review is marked less by an increase in the number of classes than by the better organisation of their work. The great disparity between the large centres of population and the rural districts continues. Indeed, outside of Aberdeen and Dundee, the number of classes, especially of those doing real continuation work, is, in view of the wide area, very small. Number of Classes not increased.

In South Forfar, outside of Dundee, little interest or activity is shown in this work. At Carnoustie and Forfar the classes give good evidence of permanence, but elsewhere they are more or less spasmodic and intermittent. In North Forfar they are confined to the four chief towns. They are somewhat more numerous and better diffused in Kincardineshire, but in the rural parts of the counties of Aberdeen, Banff, Elgin, and Nairn, they are comparatively rare. Small number in rural districts.

Coming to the Highland Counties, Mr. Robertson reports that only nine classes were opened in his district, and of these one withdrew early. In Mr. Macdonald's district, exclusive of technical classes at Dingwall and at Gersa (under the School Board of Watten), there were only five centres. No class was held in Sutherlandshire —though an abortive attempt was made to start one at Rogart— nor in the portions of Inverness and Ross included in this district. Highland Counties.

In Orkney classes were conducted at six centres, two on the mainland, and one in each of the islands of Sanday, North Ronaldshay, South Ronaldshay, and Burray. There was about an equal number in Shetland. Orkney and Shetland.

In the majority of the classes in the rural districts, the elementary subjects under Division I. were taken up, the object of those attending being to revise and consolidate their previous school education. Subjects taken up.

Mr. Macdonald mentions that none of the classes in Caithness took Drawing, while in some other parts this has been a favourite subject. Caithness.

In Banffshire several of the classes under Division I. took as their third subject Agriculture, in order to be eligible for a grant from the Technical Committee of the County Council; but it is questionable whether in most cases the pupils would not have profited more by instruction in another of the elementary subjects. Banffshire.

In Kincardineshire, and to a considerable extent in Aberdeenshire, the classes were conducted under Division II., many of them taking up subjects of a Aberdeen & Kincardine.

technical character with a view to the County Committee's grant. At Braemar a class was held for instruction in the Gaelic language, the only one of the kind, so far as I am aware, throughout the Division.

Efficiency of the classes.

It is gratifying to be able to state that almost without exception the classes to which I have referred have been very efficiently taught, and this increases one's regret that they have not been more numerous. The attendance has been steady and the zeal of the students very satisfactory. Mr. Macleod remarks :—

Mr. Macleod.

> "In all the schools the pupils remaining after the first fortnight, indeed after the first week, are such as take a deep interest in their work, and it was a great pleasure to come officially in contact with them. In Nairnshire especially I have seen father and son, and master and ploughman attending the same class."

Mr. Topping.

As regards Division II. classes in English and Arithmetic, Mr. Topping finds that they are composed of pupils so unequal in their attainments that the work makes little advance on what might be expected in Division I. classes in the same subjects. Young pupils fresh from school with merit certificates are grouped with those with only an age qualification, and the session is well advanced before the class is beyond the revisal stage, and able, as a class, for what should be its proper work. It would be better, when no other arrangement is possible, to divide such classes into two distinct sections at the beginning of the session. Mr. Muir, who considers that, so far as elementary work is concerned, classes are more needed in the rural districts than in the towns, on account of the greater danger of losing the moderate attainments reached in the day school, regrets their decay and feels at a loss fully to explain it.

Mr. Muir regrets decline in rural districts.

Difficulties.

Certain difficulties, of course, are apparent, such as long distances, dark roads, and often inclement weather. It is not a little remarkable, however, that these difficulties do not stand in the way of good attendance and earnest work, where the teachers can interest the pupils in subjects which appeal to them. Thus Mr. Rankine found that in a rural class which he visited on a stormy evening, there was a perfect attendance, though many of the lads had to walk two or three miles to the school. In another case, three farmers' sons, who came from such a distance that they had to drive to and from the class, attended with praiseworthy regularity. The chief difficulty would seem to be the want of interest on the part of the School Boards, and their unwillingness to undertake the necessary financial responsibility. As an additional one, Mr. Robertson specifies the reasonable disinclination of many day school teachers to undertake the work without very liberal remuneration, and the scarcity of others qualified for the duty.

Sometimes overcome.

Chief difficulty, want of interest of Boards.

Want of teachers.

Important step in Aberdeen City.

In the city of Aberdeen a very important step was taken by the School Board and by the Governors of Robert Gordon's College and Gray's School of Art in co-ordinating and treating as parts of a single and complete system their continuation class work, "beginning at the earliest stage at which pupils leave the elementary day

schools, and proceeding by fair gradation to the very advanced study of such specific subjects as bear upon the commerce and industries of the locality." The main objects underlying the organisation of the classes were described as— Organisation of classes—its purpose.

"(1) The establishment of practical courses of instruction in related subjects designed to be of material benefit to young men and women actually engaged in some branch of Commerce or Industry; (2) the provision of incentives to continuous study, and facilities for pursuing the same with ultimate real benefit to the students and advantage to the community generally; and (3) the promotion of unity of effort in Evening School work and the prevention of overlapping.

"The system, as a whole, covers four distinct, though related, spheres of Continuation Class effort. These four spheres or divisions of work are represented by (1) Preparatory and Domestic Schools, (2) Elementary Technical Institute Schools, (3) Higher Technical Institute Schools, and (4) a Higher Technical College for very specialised instruction in subjects relating to Commerce and Industry." Four distinct spheres.

The aim and purpose of the schools in each group were explained in the Prospectus as follows :—

"(1) PREPARATORY AND DOMESTIC SCHOOLS.—The subjects of instruction in these schools are (*a*) *General*, including Reading, Grammar, Composition, Arithmetic, Handwriting, Correspondence, Drawing, Geography, and Drill and Gymnastics. The classes in these subjects are open only to those boys and girls who are free from the obligation to attend school in terms of the Education Acts. All the subjects must be taken together. (*b*) *Domestic.*—Including Needlework, Dressmaking, Millinery, Cookery, Drill and Gymnastics, with Handwriting and Correspondence or the elements of Bookkeeping and Arithmetic as optional subjects. These classes are for young women only, who may, however, if qualified, be students of one or more classes in the Elementary Technical Schools in the same session. For Preparatory and Domestic class purposes, certain schools have been set apart at convenient centres throughout the City, each intended to serve its own district. Preparatory & Domestic Schools.

"(2) ELEMENTARY TECHNICAL INSTITUTE SCHOOLS.—To supply the increasing demand on the part of young men and women for instruction in subjects bearing practically upon the various branches of Industry or Commerce in which they are daily engaged, and to provide adequate facilities for such instruction within convenient distance of the homes of younger students while still in the earlier years of apprenticeship, the following schools of the Board will together be held to constitute an Elementary Technical Institute, where the early stages of subjects relating to Industry and Commerce may be studied. Elementary Technical Schools.

"The classes in any of the schools forming the Elementary Technical Institute are open to young men and women, who will select for themselves from the Time Tables such subjects as they require. The number of subjects they may take is not specified, but they are advised to take in each session at least two related subjects. The Time Tables are so framed as to permit of appropriate combinations being made. For session 1903-4 no student will be allowed to join any Elementary Technical Institute School who has not obtained the Merit Certificate, or, being under 16 years of age, is not otherwise qualified.

"(3*a*) HIGHER TECHNICAL INSTITUTE SCHOOL FOR GIRLS AND YOUNG WOMEN.—While the classes referred to above are open to students of both sexes, it has been deemed advisable to establish what may become a Higher Evening Technical School for Girls and Young Women only, where they may pursue *through successive years* courses of instruction specially suited to their requirements. In this school the courses will extend to not less than three Higher School for women and girls.

years, and will include English, Arithmetic, Shorthand, Book-keeping and Correspondence, Typewriting, French and German. There will also be classes in Needlework, Dress-making, Millinery, Cookery, Laundry Work, First Aid and Home Nursing, Photography, Gymnastics, etc. The school reserved for this purpose s the High School for Girls, Albyn Place.

Higher School for men.

"(3*b*) HIGHER TECHNICAL INSTITUTE SCHOOL FOR YOUNG MEN.—In the general scheme, Gordon's College is recognised as a Higher Technical Institute devoting itself entirely to work in the higher stages of Commerce and of Science and of Art as applied to Industry. In order to be admitted to this Higher Technical Institute, students must possess certificates of proficiency from one or other of the schools or classes of the Elementary Technical Institute, or they must show by their attainments in the Secondary (Day) Schools or in the Central Higher Grade (Day) School of the City that they are fit to enter upon the stages of the subjects that they propose to take up. While the classes of the Higher Technical Institute School are under the management of the School Board, they meet for the time being in Gordon's College, with the consent of the Governors, and are under the direction and control of the Head Master of the College.

Technical College.

"(4) HIGHER TECHNICAL COLLEGE.—The highest classes of all meeting in Gordon's College and Gray's School of Art will be under the management of the Governors, and will constitute a Higher Technical College governed by a special minute of the Scotch Education Department with the consent of the Treasury in terms of Art. 87 of the Code of Regulations for Continuation Classes. The Higher Technical College will be empowered, upon conditions sanctioned by the Department, to award Diplomas to those students who complete a recognised course successfully, and who satisfy the Department's highest tests."

Result of new departure.

This new departure proved to be a great success not only as regards the fuller organisation and development of the work, but also in its general result. The following is the summary of enrolment and attendance for the month of November, when the classes were in full operation :—

SUMMARY.

	Individuals Enrolled.	Subject Enrolments.	Remaining Enrolled.	Average Attendance.	Percentage of Absentees	Number of Teachers.
Preparatory and Domestic Schools - - -	1,713	3,273	3,159	2,898	8·3	129
Elementary Technical Institute Schools -	1,367	2,891	2,783	2,525	9·4	78
Higher Technical Institute for Women - -	1 030	1,883	1,811	1,599	11·7	58
Higher Technical Institute for Men - - -	1,321	2,601	2,534	2,272	10·3	66
Totals - - - -	5,431	10,648	10,290	9,294	9·7	331

Regarding the efficiency of the classes very gratifying reports have been received. The technical subjects are dealt with by Mr. Ewen, but I may quote the following from Mr. Philip regarding the Commercial classes :—

Commercial classes.

"Those which fell under my direct observation were conducted in a very efficient manner. Modern languages, French and German (the most difficult part of the work on the commercial side), were taught by thorough experts, and their classes were very well attended. The scheme of work included a practical knowledge of the languages by conversation and composition, besides an acquaintance with business phraseology.

"The same difficulty exists here as elsewhere of persuading the technical student that a course of instruction is better for him than instruction in an isolated subject or part of a subject which he conceives best fitted for his occupation. The difficulty has to a large extent been got over in Gordon's College by making the curriculum of study as elastic as possible. In the Girls' High School it is to be noted that this year students of shorthand must take English—a thoroughly good step in the right direction."

Mr. Lamb reports that the two classes for the police constables were most interesting and successful—and it is to be noticed that proficiency in the work of these classes is taken into account by the authorities when promotions are open. He adds :—

Classes for Police Constables.

"A special feature was the holding of debates in which the results of the general teaching could be judged from the clearness, fluency, and accuracy of the speakers. I was present during the last debate. Much of the speaking (most of it with few notes or none) was excellent. Ideas and arguments were well marshalled, expressed in adequate language, and clearly and fluently uttered by many of those who took part. The criticisms made by the teacher after the debate were incisive and instructive."

Special feature.

Regarding the Central Institution, which includes the day and evening classes in Gray's School of Art, and the evening classes in Robert Gordon's College, reference should be made to the report presented to the Governors in August last, which is printed as an appendix to this report.

Central Institution.

The Governors under their constitution award Diplomas and Honours Certificates under specified conditions, and they have arranged a scheme of free places and scholarships, the purpose of which is to provide against loss of good students at too early a stage of training, and to retain in the institution students of special promise. The merit of the students is assessed not by any single or special test, but by the work of the session as a whole.

Diplomas.

Free scholarships.

The Technical Classes opened at Inverurie, under the auspices of the Directors of the Great North of Scotland Railway, made a fair beginning ; but there seems reason to hope for a much more extensive development.

Classes at Inverurie.

In last year's report I gave some account of the Technical Institute in Dundee, regarding which it is only necessary at present to refer to Mr. Ewen's report. As will be seen, he presses the question of accommodation, which is also dealt with in the report of the managers, to be found in the appendix to this report.

Dundee Technical Institute.

General classes in Dundee.

With reference to the system of Continuation Classes in Dundee, apart from those connected with the Institute, I cannot do better than insert here the full and interesting statement supplied to me by Mr. Wattie :—

Division I. Classes.

"In the Dundee school board district, work under Division I. was carried on last session at thirteen centres. Two of the schools were attended solely by pupils exempted from day school attendance; one class at the Harris Academy was specially arranged for policemen; three were attended mainly by mill boys and one by mill girls; while of the others, two were for girls and three for boys, the remaining one being mixed. The attendance throughout the session was well maintained, as appears from the following figures :—

	For week ending Nov. 13, 1903.			For week ending Feb. 12, 1904.		
	Roll.	Attend-ance.	Percent-age.	Roll.	Attend-ance.	Percent-age.
Ordinary Classes - -	562	497	88	455	414	91
Manual Classes - - -	568	482	85	452	40	89
Exemption Schools - -	452	367	81	539	512	95
Totals - - -	1,582	1,346	85	1,446	1,329	92

Proportion of children under fourteen.

"The total enrolment shows a drop of 9 per cent. in the course of the winter; but, exclusive of the exemption schools, where the attendance is kept up by fresh admissions, the other classes show a drop of 20 per cent. in the enrolment and of 17 per cent. in the attendance. It is matter for reflection that of the aggregate attendance at the classes under Division I. one-third is made by children under fourteen years of age.

Exemption schools.

"The system of evening exemption schools cannot be regarded with much complacency, involving as it does in an intensified degree all the drawbacks of the decaying half-time system. Under the latter the children finish their day's work—whether at school or in the mill—at the latest at 4 and 6 o'clock respectively, whereas the exemption school children have to attend school for two hours after in most cases, an exhausting day's work extending from early morning to 6 o'clock at night. Not infrequently the struggle between the competing claims of Somnus and Minerva issues in a victory for the former, and in the circumstances the teacher can hardly be blamed for adopting towards such incidents a *laissez-faire* attitude. To the credit of the teachers it must be said that they endeavour to render the school work as pleasant as possible. Arithmetic of the severely formal type is avoided, and mental calculations of a kind likely to be useful render the subject interesting and profitable. Geography and other subjects are occasionally illustrated on the screen, and the substance of the lecture is made the basis of a subsequent composition lesson. Drawing too is a favourite subject, and some of the teachers provide a steady supply of sprays and flowers for nature drawing and nature-study of an interesting kind.

Fatigue of scholars.

Manual Instruction.

"The three schools for manual instruction were started some years ago rather from a social than from an educational point of view. With the object of encouraging the mill boys to attend the Evening Schools, a concurrent course of woodwork was offered along with the ordinary but, to the boys, less attractive curriculum. At first the work consisted mainly in practice in sawing, planing, and chiselling; but latterly, these exercises have been bem>died in the making of useful articles, with the resultant

advantage of an increase of interest on the part of the boys. This branch of the evening school work is capable of expansion, but the accommodation hitherto provided for it by the board is neither sufficient in amount nor satisfactory in kind.

" The class for policemen was highly successful, and some very intelligent work was done during the session. Class for Policemen.

" The number of pupils attending the other Division I. classes shows from year to year a steady decline. One set of classes was discontinued last year, and another whose vitality was evidently on the wane has not been reopened this session. Decline of classes under Division I.

" For classes under Division II. there were eight centres—one for boys only, three for boys and girls, and four for girls only. The marked preponderance of the girls can only be regarded with regret. The attendance at these classes was fairly steady throughout the session, as appears from the following figures :— Division II. classes.

For week ending Nov. 13, 1903.			For week ending Feb. 12, 1904.		
Roll.	Attendance.	Percentage.	Roll.	Attendance.	Percentage.
2,241	1,989	89	2,020	1,821	90

" Of the various subjects offered in the curricula Shorthand claimed the largest number of students—nearly one-third of the aggregate. The numbers taking the allied subjects of Typewriting, Commercial Arithmetic, and Book-keeping were in comparison disappointingly small. The pupils still on the roll at the end of the session were distributed over these subjects in the following numbers :— Shorthand and allied subjects

" Shorthand, 626 ; Commercial Arithmetic, 240 ; Book-keeping, 225 ; Typewriting, 197. The classes for these subjects were confined to three centres, and the teaching power was thus economised and rendered more effective than under the old regime, when small classes were found all over the city.

" In the classes for females only, the subjects taught, with the numbers on the roll at the end of the session, were :— Classes for women and girls.

" Dressmaking, 347 ; Needlework, 214 ; Cookery, 142 ; Millinery, 126 ; Laundry, 82. Dressmaking is taught on one or other of the recognised 'systems,' and a proper course of instruction is followed. The method of instruction in the Millinery classes has greatly improved during the past few years. Formerly, the object of the pupils in joining these classes was to get some particular article made ; and, as soon as this was done, their attendance ceased. Now, however, the Schemes embrace a series of preliminary exercises in paper and wire ; and only after these are gone through by the whole class simultaneously, is free play allowed, towards the end of the session, to individual taste. Improvement in Millinery instruction.

" Classes under Division IV. were carried on at four centres, there being four classes in Physical Exercises and one in Music. In view of the strictures recently passed on the physique of the average Dundee recruit, it is to be regretted that these classes were not more largely taken advantage of." Division IV. classes.

The following is the general report by Mr. Ewen, the Science and Art Inspector of the Division, on the classes in technical subjects. Some of the points with which he deals have been already touched upon, but as the report gives a connected and clear account of the work as a whole, I quote it without abridgment :— Mr. Ewen's report on technical instruction.

" Technical work under the Continuation Class Code continues to make steady progress throughout the Division, and, as time goes on, more and more advantage is being taken of the opportunities for expansion on original lines Technical classes.

afforded by the new Code. With a view to increased educational efficiency an endeavour is being made to correlate as far as possible the whole of the continuation work at each of the various centres throughout the Division, so that in each district, by careful dovetailing, both overlapping and gaps may be ultimately eliminated.

Correlation of work.

Unification of management.

"In nearly every case this arrangement has now been faithfully carried out, but in one or two of the towns, where two sets of continuation classes have been conducted for a number of years by what might almost be termed rival authorities, some difficulty has been found in arranging for a satisfactory unification of management and correlation of work, without which the educational interests of the continuation class students in the districts concerned cannot fail to suffer. It is hoped, however, that in the very few cases remaining these difficulties will be successfully overcome at an early date, so that the way may be made easier for the efficient co-ordination of the work of these and outlying centres with that of the central institutions where facilities are provided for the carrying on of advanced and honours work.

Central Institutions.

Aberdeen and Dundee.

"In Aberdeen and Dundee, where the two central institutions of the Division are situated, the continuation class work has already been more or less successfully co-ordinated. In each of these two cities the preparatory and elementary continuation work is under the management of the Burgh School Board, and this is made to lead up to the more advanced work which is carried on in the case of Aberdeen in Robert Gordon's College and Gray's School of Art, and in Dundee in the Technical Institute. In both of these central institutions advanced and honours work of a very valuable kind has been organised in connection with a large number of trades, professions, and occupations, in many cases under considerable difficulties of accommodation and equipment. In the case of the Dundee Technical Institute the question of premises is especially clamant, and as many of the laboratories and class-rooms in University College adjoining are now but little utilised for evening instruction, the demands on the Institute for the accommodation of higher work are considerable. The hampering of art instruction, too, in Dundee, simply for lack of adequate accommodation, is becoming a very deplorable matter, and one urgently calling for effective remedy. In an industrial centre like Dundee the free development of art instruction is of the utmost importance to the prosperity of the local industries, and the question of premises should not be allowed to stand in the way of progress.

Dundee Technical Institute.

Need for increased accommodation.

Art in Dundee.

Rural technical classes.

Agriculture.

Woodwork.

"It is pleasing to note the gradual increase and development of classes in technical subjects in rural districts, and the great interest that is taken in them by the students, principally young men following agricultural pursuits, who attend, as a rule, with unfailing regularity in all kinds of weather. The subjects principally taken up at these rural classes have been agriculture, including farm surveying and crop measurement, and woodwork, including drawing in plan and elevation, both of these subjects proving highly suitable for the students who attend. Every encouragement should be given to extend and develop these classes, which so far have been successful in reaching an important section of the community.

Technical courses for Engineers and Builders.

"In most of the urban centres in the Division, three- or four-year courses under Division III. of the Continuation Class Code, specially arranged for engineers and builders, have now been established, and as a rule are working satisfactorily. Usually the classes in the first year of these courses are common to both, while in the second year, and later, special classes for the different courses are introduced.

Experimental Science in technical courses.

"Now that experimental science laboratories have been instituted in practically all the towns throughout the Division, and in a number of rural centres besides, much more work of an experimental nature will be possible in these and similar courses, which should gain greatly in usefulness thereby. There has been a tendency in the past, even in the larger centres, to adhere somewhat too closely to bookwork, but this is gradually passing away, as the value of experimental methods is becoming more widely known. As the central institutions continue their expansion and development, they will be increasingly better able to set the example in this direction.

" Art instruction continues to develop, especially on its industrial side, and in a number of the larger centres there is a growing appreciation of the value of an art training on the new lines as an important factor in quite a number of trades. This is a very beneficial tendency, and under the new Continuation Class Code there is every opportunity for its development. The Local Authorities at the different centres would do well to use all the means in their power to encourage this movement, and they should so direct it that it may be of real service to the various industries in their districts. Art instruction. Its relation to industries.

" The employment of men skilled in designing for various trades, as teachers of design in industrial art courses, has been introduced with marked success in one or two cases. The extension of this principle, which is in thorough agreement with the spirit of the Continuation Class Code, should do much to raise the tone of the work. Teachers of applied design.

" Technological classes in connection with various trades and professions, such as plumbers' work, painters' work, carriage building, electrical engineering, telegraphy, etc., are carried on successfully at several centres by teachers well acquainted with the technicalities of the various subjects. Technological classes.

" In connection with classes in painters' work, such as are carried on in Aberdeen and Dundee, it is to be regretted that a good deal of time still continues to be devoted to practising such inartistic and futile developments of the painters' craft as what are technically known as 'marbling' and 'graining.' One would fain hope that the demand for these false forms of decoration may gradually pass away, but so long as craftsmen are encouraged to spend laborious hours in cultivating them, it is to be feared that occasions will continue to be found for their display. The Technical Colleges, however, might show the way in this matter as they have done in others. Painters' work. "Marbling" and "Graining."

" So far as industrial and commercial courses in general are concerned, there is still urgent need for more active interest and co-operation on the part of apprentice masters and employers of labour. There are already signs of an awakening in this direction, but until employers, as a class, assume a measure of responsibility for the technical education of their apprentices, as well as for their industrial training, the whole system must necessarily remain somewhat incomplete. The matter has already been dealt with at some length in former reports, and although the need for co-operation becomes daily more pressing, very little has as yet been done in this direction. Co-operation of Employers. Their responsibilities. See report for 1903.

" In connection with engineering, for instance, which lies at the root of so great a number of industries, the efficient training of apprentices in principles, as well as in practice, is a matter of very special moment. An arrangement whereby an engineering apprentice might attend a technical college for, say, two winter sessions during his apprenticeship would be a great boon, not only to the apprentice himself, but also to his employer and to the nation. Training of Engineers. Technical College.

" In Dundee, with its well equipped Technical College and extensive engineering interests, the conditions are very favourable for such a system. In Aberdeen, too, a similar arrangement might easily be made. A conference between local engineering employers and educational authorities, together with delegates from the local engineering societies to represent the views of the apprentices, would not be difficult to arrange, and should do much to bring about a much-needed reform. The matter is one of national importance, and as the present time is a very suitable one for dealing with it, the opportunity should not be lost." Dundee. Aberdeen. Conference desirable. Reform is a matter of National importance.

The question of payment of fees for attendance at continuation classes has been a good deal discussed in several quarters. In many cases the classes are free, and in others a small fee is charged, which is returnable at the end of the session to scholars who have attended with regularity. The instances in which a fixed fee not returnable is paid by each scholar, are not very numerous. With regard to the Question of fees.

Return of fee for higher instruction disapproved.

return of fees in the advanced classes in Aberdeen, Mr. Stewart, the Headmaster of Robert Gordon's College, expresses a very strong opinion. He considers that, however necessary it may at one time have been to encourage attendance by holding out such an inducement, the need for this device has passed away. He adds :—

"The new system on its merits, improved facilities, better equipment and newer methods of teaching, together with the growing conviction in the minds of the pupils that technical instruction is absolutely essential to their welfare seem to me to place the future of evening classes beyond doubt. For the future, evening classes will occupy a distinct and well understood place in the machinery for higher education. In my judgment the return of a fee, which is in itself out of all proportion to the value received, tends to lower the estimation in which these classes ought to be held."

I have the honour to be,

MY LORDS,

Your Lordships' obedient Servant,

JOHN BOYD.

To the Right Honourable

The Lords of the Committee of Council

on Education in Scotland.

CONTINUATION CLASSES.

SESSION 1903-1904.

SUBJECTS OF INSTRUCTION.

DIVISION I.

The students in this Division were instructed in English—reading spelling and composition; Arithmetic, and one or more of the following:—Drawing, History, Geography, Nature Knowledge: and for girls, Needlework, Cookery, Laundry Work.

DIVISION II.

Symbols used in Table 1 (page 838), to designate Subjects or Courses. In this Division the Subjects have been grouped under the various Subheads of Article 14 of the Continuation Class Code.

Subject.	Symbol.	Subject.	Symbol.
SUBHEAD A.		SUBHEAD B.	
English	e.	Latin	l.
Geography	g.	Spanish	s.
History	h.		
Life and Duties of the Citizen	c.		
Literature	l.		
Political Economy	p.		
		SUBHEAD C.	
		Book-keeping	b.
		Business Procedure	p.
		Commercial Arithmetic	a.
SUBHEAD B.		Commercial Correspondence	c.
		Commercial French	f.
Danish	d.	Commercial Geography	g.
French	f.	Commercial German	gn.
Gaelic	ga.	Handwriting	w.
German	g.	Shorthand	s.
Greek	gr.	Typewriting	t.

DIVISION II—*continued.*

Subject.	Symbol.
SUBHEAD D.	
Art	a.
Art (Pupil Teachers' Course)	a(*p.t.*)
SUBHEAD E.	
Algebra	a.
Dynamics or Mechanics	d.
Geometry	g.
Mathematics	m.
Mensuration	mn.
SUBHEAD F.	
Botany	b.
Chemistry	c.
Experimental Science	s.
Experimental Science (Pupil Teachers' Course)	s(*p.t.*)
Geology	g.
Hygiene	h.
Magnetism and Electricity	m.
Metallurgy	me.
Nature Knowledge	n.
Physics	p.
Physiography	pg.
Physiology	pl.
SUBHEAD G (a).	
Mechanical Drawing	d.
Practical Geometry	g.
Practical Mathematics	m.
Technical Arithmetic	a.

Subject.	Symbol.
SUBHEAD G (b).	
Agriculture	ag.
Applied Mechanics	me.
Architecture	ar.
Brickwork and Masonry	br.
Building Construction	bc.
Electrical Industries	el.
Engineering	e.
Horticulture	h.
Iron and Steel Manufacture	i.
Machine Construction	mc.
Mining	mi.
Nautical Astronomy	as.
Naval Architecture	na.
Navigation	n.
Painter's Work	pa.
Photography	ph.
Plumbing	p.
Sailmaking	sa.
Statics	st.
Steam	s.
Surveying	su.
Typography	t.
Weaving	w.
SUBHEAD H.	
Ambulance	a.
Breadmaking	b.
Cardboard Modelling	cm.
Cookery	c.
Dressmaking	d.
Household or Domestic Economy	e.
Ironwork or Metalwork	i.
Lacemaking	la.
Laundrywork	l.
Millinery	m.
Needlework	n.
Sick Nursing	s.
Tailor Cutting	t.
Woodwork	w.

DIVISION III.

Course.	Symbol.
Art	a.
Commercial	c.
Domestic	d.
English	e.
Industrial	i.
Language	l.
Mathematical	m.
Science	s.

DIVISION IV.

Subject.	Symbol.	Subject.	Symbol.
Elocution	e.	Physical Exercises	p.
Music	m.	Swimming	sw.

TABLE No. 1.

LIST OF CONTINUATION CLASSES on account of which GRANTS have been paid by the SCOTCH EDUCATION DEPARTMENT under the provisions of the Continuation Class Code for the SESSION 1903-4.

* NAME OF CONTINUATION CLASS CENTRE.	NUMBER OF STUDENTS PAID FOR IN						Total Number of Individual Students Paid for.	†SYMBOLS OF THE SUBJECTS IN WHICH INSTRUCTION WAS GIVEN UNDER :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	SOURCES FROM WHICH TOTAL EXPENDITURE WAS MET.					
	Division I.	Division II. (including First Year of Division III).	Division III. Second Year.	Division III. Third Year.	Division III. Fourth Year.	Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials sold.	Grants from the Department.	Grants from Town or County Council.	Endowments	Balance. Subscriptions or other Sources.	Balance. Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ABERDEEN.																		
ABERDEEN (BURGH) S.B. ..	..	..	..	..	..	..	..	.. ..	.	..	7,308 7 11	7,723 19 11	415 12 0	5,481 5 11	..	..	..	1,827 2 0
Broomhill	95	139	..	..	..	47	234	H.c,d,m,n.		p.								
Causewayend	169	308	..	..	..	112	433	A.e. C.a,b,w. H.c,d,m,n,w.		p.								
Central	..	641	..	..	..	42	641	A.e. B.f,g. C.a,b,c,s. D.a,s(p.t.). E.a,mn. F.s (p.t.). G.a,g,m. H.w.		p.								
City Constabulary	42	38	..	..	..	..	80	A.e,h. C.a.										
Ferryhill	..	234	..	..	..	..	234	A.e. C.a,b,s. D.a. E.mn. G.a,g,m. H.w.										
Girls' High School	..	1004	46	31	..	62	1032	A.e.C.a,b,c,s,t,w. G.ph.H.a,c,d,l,m,n.	l.	p.								
Gordon's College and Gray's School o. Art.	..	122	313	442	..	..	1218	C.s. G.ph.	c,i,s.									
Hanover Street	97	97	..	..	..	55	194	C.c,w. H.c,d,m,n.		p.								
King Street	..	209	..	..	..	29	211	A.e.C.a,b,s.D.a.E.a,mn.G.a,g,m.H.w.		p.								
Kittybrewster	..	148	..	..	..	33	148	A.e. C.a,b,c,s. D.a. E.a,mn. G.a,g,m. H.w.		p.								
Mile End	38	110	..	..	..	25	141	C.b,c,w. H.c,d,m,n.		p.								
St. Paul Street	..	264	..	..	..	..	264	A.e.C.a,b,s.D.a.E.a,mn.G.a,g,d,m.H.w.										
Skene Square	125	159	..	..	..	58	284	C.c,w. H.c,d,m,n.		p.								
Walker Road	61	81	..	..	..	36	141	E.g,mn. G.a. H.c,d,m,n,w.		p.								
Woodside	85	115	..	..	..	62	195	H.c,d,m,n.		p.								
Navigation School‡	..	76	..	..	..	..	76	E.m.G.as,n.			275 7 10	426 4 4	150 16 6	150 16 6	100 0 0	..	24 11 4	..
ALFORD S.B.	..	..	..	..	..	..	..	.. ..	..	..	47 0 1	57 1 11	1 19 0	35 5 1	..	..	..	19 17 10
Alford Village	36	38	..	..	..	..	65	C.a,b,c.										
BELHELVIE S.B	..	..	..	..	..	..	..	.. ..	..	..	14 18 2	16 13 2	1 15 0	4 17 0	..	..	..	10 1 2
Balmedie	16	..	..	..	..	..	16											
CRATHIE and BRAEMAR S.B. ..	..	..	..	..	..	..	..	.. ..	..	..	12 13 10	12 13 10	..	2 5 0	5 5 0	..	..	5 3 10
Braemar	..	10	..	..	..	..	10	C.a. E.mn.			23 9 6	23 9 6	..	8 1 0	.	..	15 8 6	..
Braemar (Local Committee)	..	9	..	..	..	..	9	B.ga.										
Inverey " "	..	19	..	..	..	..	19	B.ga.										
DYCE S.B.	..	..	..	..	..	..	..	.. ..	..	..	55 9 3	55 9 3	..	41 11 11	8 8 1	..	..	5 9 3
Dyce Village	..	46	..	..	..	..	46	C.b. E.mn. G.m. H.c.										

ELLON S.B.	..	..	..	..	..	..	..	..	..	..	..	16 16 0	16 16 0	..	3 6 10	11 13 2	..	..	1 16 0
Ellon	..	8	..	..	..	..	8	A.e. C.a.											
FRASERBURGH S.B.	..	..	..	..	..	..	..	..	..	..	..	134 1 11	160 15 6	19 18 0	100 11 5	40 2 9	..	..	3 4
Academy	..	58	..	..	..	..	58	C.gn,s. F.s,s (*p.t.*). G.m.											
Dalrymple Café	..	31	..	..	..	..	31	D.a,a (*p.t.*).											
Fraserburgh	25	39	..	..	..	..	64	C.a,b,c. H.n.											
HUNTLY S.B.	..	..	..	..	..	..	..	..	..	..	..	65 11 2	71 16 2	6 5 0	43 6 10	16 3 2	..	..	6 1 2
Gordon	..	61	..	..	..	..	61	A.e. C.a,b,s,t. D.a. G.m.											
INSCH S.B	..	..	..	..	..	..	..	..	..	..	..	8 17 6	8 17 6	..	6 13 1	..	..	..	2 4 5
Insch	..	16	..	..	..	..	16	H.c.											
INVERURIE S.B.	..	..	..	..	..	..	..	..	..	..	..	262 17 11	279 4 11	16 7 0	139 3 6	107 19 1	..	..	15 15 4
Market Place	..	153	27	..	..	..	180	H.d.		c,i.									
KININMONTH S.B.	..	..	..	..	..	..	..	..	..	..	..	21 9 6	21 9 6	..	15 12 0	..	..	..	5 17 6
Ballearn	33	..	..	..	..	..	33												
MONQUHITTER S.B.	..	..	..	..	..	..	..	..	..	..	..	39 15 4	39 15 4	..	25 5 6	..	..	..	14 9 10
Greeness	..	12	..	..	..	..	12	A.e. C.a. E.mn.											
Monquhitter	..	56	..	..	..	..	56	A.g. C.a,w. E.mn.											
NEWHILLS S.B.	..	..	..	..	..	..	..	..	..	..	..	50 16 6	52 4 6	1 8 0	38 2 4	12 3 9	..	..	10 5
Bucksburn	68	30	..	..	..	..	81	C.b. E.m.											
PETERHEAD (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	173 10 7	230 19 1	57 8 6	130 2 11	29 17 1	..	..	13 10 7
Academy	37	83	8	17	1	..	145	D,a (*p.t.*). F.s (*p.t.*).		a,i.									

* The names of Classes not under the management of School Boards have been printed a little to the left in the first column of the Table. Classes have been grouped under the various School Board Districts and under their respective managements. The letters S.B. have been used to denote School Board management.
† The small letter denotes the subject (Divisions II. and IV.) or the type of course (Division III.) and the capital letter the Subhead of Article 14 under which the subject has been grouped.
‡ Grant was paid to this School under the provisions of the Minute of the 30th June, 1899.

List of Continuation Classes—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.					
	Division I.	Division II. (including First Year of Division III.).	Division III.			Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.	
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ABERDEEN—*contd.*																		
Peterhead (Landward) S.B.	..	..	..	..	..	..	..	..	..	..	12 5 8	12 16 8	11 0	6 19 0	..	..	..	5 6 8
Boddam	14	..	..	..	..	..	14											
Pitsligo S.B.	..	..	..	..	..	..	..	..	..	..	29 2 10	29 2 10	..	20 2 6	..	..	..	9 0 4
Rosehearty	..	31	..	..	..	..	31	A.e. C.a.										
Slains S.B.	..	..	..	..	..	..	..	..	..	..	32 13 4	33 4 4	..	22 12 5	7 7 11	..	..	3 4 0
Slains	..	30	..	..	..	..	30	E.mn. G.g,m,su. H.d,n.										
Strathdon S.B.	..	..	..	..	..	..	..	..	..	..	21 6 5	21 11 0	4 7	15 19 10	..	..	..	5 6 7
Corgarff	..	24	..	..	..	23	24	C.c. E.mn. H d,n.		m.								
Strichen S.B.	..	..	..	..	..	..	..	..	..	..	18 1 10	21 1 10	3 0 0	5 19 2	..	..	..	12 2 8
Strichen	..	12	..	..	..	..	12	D.a.(*p.t.*).										
Towie S.B.	..	..	..	..	..	..	..	..	..	..	17 15 0	17 15 0	..	8 18 8	6 1 4	..	..	2 15 0
Towie	..	16	..	..	..	..	16	A.e. E.mn. G.ag										
Udny S.B.	..	..	..	..	..	..	..	..	..	..	13 15 1	13 15 1	..	6 17 10	..	..	..	6 17 3
Uday Green	..	15	..	..	..	..	15	A.e. C.a.										

ARGYLL.																														
CAMPBELTOWN (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	155	15	11	162	19	11	7	4	0	81	10	0	20	0	0	..	..	54	5	11
Grammar School	..	..	45	..	..	..	..	45	D.a (*p.t.*) H.e,l,w.																					
Millknowe	..	..	30	47	..	..	..	..	77	A.e. C.b,s. E.mn. G.m,na.																				
CAMPBELTOWN (LANDWARD) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	21	12	10	21	12	10	..			18	18	9	..			..	..	2	14	1
Drumlemble	..	..	..	35	..	..	..	..	35																					
DUNOON AND KILMUN S.B.	..	..	..	..	..	..	..	..	..	..	..	..	408	2	7	447	8	7	39	6	0	253	18	1	87	6	6	..	..	66	18	0
Dunoon Grammar School	..	34	296	..	..	..	53	344	A.e. B ga,l. C a. D.a,a (*p.t.*).E.m. G. bc. H,c,d,n,w.																					
Sandbank	..	..	..	59	..	..	..	..	59	C.a,b. D.a. F.h,pl. G.a,na. H.a,c,d.																				
GLENARAY AND INVERARAY (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	23	5	9	23	5	9	..			6	11	0	10	0	0	..	..	6	14	9
Inveraray Grammar School	..	..	7	..	..	..	..	7	C.b,s,t.																					
JURA S.B.	..	..	..	..	..	..	..	..	..	..	..	..	68	5	6	64	1	1	..			40	19	3	..			..	..	23	1	10
Knockrome	..	..	..	13	..	..	..	..	13																					
Small Isles	..	..	..	10	..	..	..	11	14	C.a,b,c,g.																				
KILFINAN S.B.	..	..	..	..	..	..	..	..	..	..	..	..	51	11	6	51	11	6	..			37	5	8	..			..	..	14	5	10
Millhouse	..	..	..	4	15	..	..	..	..	19	A.e. C.a. E.a.g.																			
Tighnabruiach	..	..	..	..	27	..	..	..	..	27	A.e. C.a,b,g,s,w.																			
KILMARTIN S.B.	..	..	..	..	..	..	..	..	..	..	..	..	21	8	8	24	13	8	3	5	0	15	8	9	5	0	0	..	..	19	11	
Kilmartin	..	..	..	..	20	..	..	..	..	20	C.a,b,c,s. D.a (*p.t.*). H.w.																			
LISMORE AND APPIN	..	..	..	..	..	..	..	..	..	..																				
South Ballachulish, St John's Episcopal School	..		38	..	..	..	..	..	38	..	..	..	54	7	9	54	7	9	..			29	0	8	..			..	25	7	1	..
LOCHGILPHEAD S.B.	..	..	..	..	..	..	..	..	..	..	..	..	17	5	4	19	1	4	..			11	8	6	4	1	6	..	..	3	11	4
Lochgilphead	..	..	..	..	17	..	..	..	..	17	H.d.																			
LOCHGOILHEAD AND KILMORICH S.B.	..	..	..	..	..	..	..	..	..	..	..	..	30	9	0	47	3	5	15	4	4	19	3	4	12	15	9	..	..	..	..	
Lochgoilhead	..	..	..	..	28	..	..	..	..	28	H.c,l.																			
OBAN (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	160	9	7	171	17	5	..			71	13	11	..			..	..	100	3	6
High School	..	..	..	31	95	..	..	..		126	A.e. C.a,b,s,t. D.a. H.c,d.																			

List of Continuation Classes—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.						
	Division I.	Division II. (including First Year of Division III.).	Division III.			Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.		
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.	
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ARGYLL—*contd.*																		
South Knapdale S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	31 0 5	31 0 5	..	20 11 3	..	..	..	10 9 2
Kilberry	23	16	..	..	..	..	33	H.d.										
Tarbert S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	25 3 0	26 5 3	1 2 3	9 4 2	12 5 0	..	..	3 13 10
Tarbert	..	36	..	..	..	..	36	C.a.										
AYR.																		
Ardrossan S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	590 0 4	647 19 11	34 17 7	413 4 2	222 4 7	..	113 0 0*	..
Academy	30	278	..	..	..	9	300	A.e. B.f. C.a,b,s. D.a,a (*p.t.*). E.m. F.c. G.bc,mc. H.c,d,l,m.	..	p.								
Saltcoats	..	34	..	..	..	..	34	H.n.										
Winton	.	33	..	..	..	..	33	H.n.										
Auchinleck S.B.	..	.	..	..	..	..	..	.. . ..	..	..	90 19 2	102 9 2	11 10 0	59 11 5	21 7 9	..	..	10 0 0
Auchinleck	..	43	..	..	..	..	43	G.mi.										
Ayr (Burgh) S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	1,075 0 1	1277 3 11	154 0 10	750 9 1	150 0 0	..	81 12 2	141 10
Academy	..	461	..	..	..	21	461	A.e. B.f,g,l. C.a,b,s,t,w. D.a,a (*p.t.*). E.m. F.b,c,g. G.bc,el,m,me,pa,st. H.a,c,d,m,n,w.	..	p.								
Russell Street	159	201	..	..	..	..	360	C.a,b s. D.a.E.m.G.d,g,w.H.c,d,n,t.										
Smith's Institution ..	..	121	..	..	..	..	121	G.e,mi.										
Beith S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	258 0 11	270 5 7	4 10 0	153 13 6	56 1 0	.	.	56 1 1
Academy	38	103	..	..	..	..	133	C.a,b,s. D,a,a (*p.t.*). E.mn. H.c,l.										
Greenhills	27	32	..	..	..	..	59	C.a. D.a. E.mn. H.c,n.										

COYLTON S.B.	..	..	..	..	..	..	..	..	..	..	..	..	.	..	42 0 0	42 0 0	..	18 5 0	1 17 6	..	..	11 17 6
Coylton	21	..	..	..	..	..	21															
Littlemill	10	..	..	..	..	..	10															
DALMELLINGTON S.B. ..	..		..	..	..	.	..	.	..	..	..	.	..	..	240 3 8	258 13 8	9 10 0	177 2 3	36 0 8	..	..	36 0 9
Benwhat	..	29	..	..	..	23	29	A.e. D.a. E.a. G.a.	..	..	.	p.										
Dalmellington	36	43	..	..	..	58	79	G.a,d. H.e,n.	..	..	..	p.										
Lethanhill	21	39	..	..	..	..	60	C.s. D.a. E.nn G.a, H.c,n.														
Waterside	21	28	..	..	..	..	49	G.mi. H.c,n.														
DALRY S.B.	..	..	..	..	..	..	..	..	..	..	.	..	..	113 17 4	113 17 4	..	85 8 0	14 4 8	..	..	14 4 8
Dalry	80	113	..	..	..	45	202	H.d,n.	..	..	..	..	p.									
DREGHORN S.B.	..	..	..	..	..	..	..	..	..	..	.	..	162 1 4	172 1 4	..	121 11 0	.	..	.	50 10 4
Dreghorn	120	..	..	..	..	..	120															
Springside	118	..	..	..	..	..	118															
DUNDONALD S.B.	..	..	..	..	..	..	..	..	..	..	..	..	131 16 11	161 1 1	7 0 0	78 15 1	45 0 0	..	..	30 6 0
Troon, Portland	21	96	..	..	..	..	111	A.e. C.a,b,s,t. F.m. G.a,bc,d. H.c.														
DUNLOP S.B.	..	..	..	..	..	..	..	..	..	..	..	..	50 13 9	53 15 0	3 1 3	38 0 4	6 1 3	..	..	6 12 2
Dunlop	..	64	..	..	..	..	64	C.a,b,c,g,s,w. G.d. H.n.														
FENWICK S.B.	..	..	..	..	..	..	..	..	..	..	..	..	18 18 6	18 18 6	..	12 18 4	3 0 1	..	..	3 0 1
Hairshaw	23	..	..	..	..	..	23															
GALSTON S.B.	..	..	..	..	..	..	..	..	..	..	..	..	238 1 4	245 12 0	4 5 0	148 8 11	40 6 10	..	..	52 11 3
Galston	68	137	..	..	..	..	199	C.a,b,s. E.g,mn. G.bc,mc,su. H.c,d,l,n.														
IRVINE (BURGH) S.B. ..	..	..	..	..	..	.	..	..	..	..	..	.	657 4 0	722 4 0	65 0 0	422 3 0	60 0 0	..	..	175 1 0
Royal Academy	84	421	7	..	..	22	518	A.e. B.f,g. C.a,b,s,t. D.a,a (*p.t.*). F.c,s (*p.t.*). G.a,bc,mc,n,na. H.c, d,l,m,n,w.					f.	p.								
KILBIRNIE S.B.	..	..	..	..	..	..	..	..	..	..	..	..	212 14 5	221 16 10	5 7 0	107 16 5	52 9 0	..	..	56 4 5
Bridgend	46	..	..	..	..	..	46															
Glengarnock	..	80	..	..	..	..	80	E.m. G.mc. H.n.														
Ladyland	..	39	..	..	..	..	39	H.c,l,n.														
KILMARNOCK (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	1,902 15 5	2,194 18 8	240 6 3	1,375 15 3	390 0 0	..	..	188 17 2
Academy	..	342	59	..	..	..	393	B.f.g,l,s. C.a,b,c,s,t. E.m. F.c,p. G.e,me,p,w. H.c,d,l,m,					c,i,l,s.									
Bentinck	139	159	..	..	..	..	282	C.a,s,w. D.a. H.c,n.														
Dundonald Road Grammar School.	44	65	..	..	..	..	109	H.e,n.														

* This is a credit balance brought forward from Session 1902–3.

LIST OF CONTINUATION CLASSES—*continued.*

NAME OF CONTINUATION CLASS CENTRE.	NUMBER OF STUDENTS PAID FOR IN						TOTAL NUMBER OF INDIVIDUAL STUDENTS PAID FOR.	SYMBOLS OF THE SUBJECTS IN WHICH INSTRUCTION WAS GIVEN UNDER :—			EXPENDITURE RECOGNISED BY THE DEPARTMENT (ARTICLES 51 AND 52 OF THE CONTINUATION CLASS CODE).	TOTAL EXPENDITURE INCURRED BY MANAGERS.	SOURCES FROM WHICH TOTAL EXPENDITURE WAS MET.					
	DIVISION I.	DIVISION II. (including First Year of Division III.).	DIVISION III.			DIVISION IV.		DIVISION II.	DIVISION III.	DIVISION IV.			FEES AND BOOKS AND MATERIALS SOLD.	GRANT FROM THE DEPARTMENT.	GRANT FROM TOWN OR COUNTY COUNCIL.	ENDOWMENTS.	BALANCE.	
			SECOND YEAR.	THIRD YEAR.	FOURTH YEAR.												SUBSCRIPTIONS OR OTHER SOURCES.	RATES.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
AYR—*contd.*																		
KILMARNOCK (BURGH) S.B. —*contd.*																		
Glencairn	..	7	4	..	..	..	11		i.									
Hamilton	108	14	..	..	..	..	122	H.c,n.										
High Street	58	..	..	..	..	..	58											
Science and Art School ..	..	140	31	9	4	..	179	D.a. E.g. G.a,bc,d,g,mc me,s. H.t.	a,i.									
West Netherton	20	48	..	..	..	..	68	A.e. D.a. G.a.										
KILWINNING S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	54 18 0	57 14 0	2 16 0	41 3 6	..	..	..	13 14 6
Kilwinning	43	67	..	..	..	..	110	D.a (*p.t.*). H.d,n.										
LARGS S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	102 15 4	103 2 9	..	32 14 0	..	..	..	70 8 9
Fairlie	14	9	..	..	..	..	19	C.s.										
Largs	16	30	..	..	..	..	43	C.s. E.g,mn. G.a.										
LOUDOUN	..	..	..	..	..	..	..											
Newmilns, Lady Flora's ..	..	75	..	..	..	..	75	H.n.	..	..	38 3 8	42 18 10	..	28 12 9	4 15 6	9 10 7	..	..
MAUCHLINE S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	46 16 11	47 9 5	12 6	35 2 8	5 17 2	..	..	5 17 1
Mauchline	26	63	..	..	..	..	73	C.s. E.mn. H.d.										

MAYBOLE AND MAYBOLE WEST CHURCH S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	104	0	9	104	9	.	78	0	7	0	2	..	..	..
Cairn	..	..	..	58	61	..	..	..	26	119	C.b,s. H.a,n.																
Ladyland	..	..	..	..	11	..	..	..	..	11	G.a,d,g.																
MONKTON AND PRESTWICK S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	33	5	1	36	19	1	1	12	0	21	1	8	..	..	..	14	5	5
Prestwick	..	..	..	34	..	..	..	..	..	34																				
MUIRKIRK S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	375	15	3	457	16	9	8	3	0	215	15	6	116	2	4	..	..	117	15	11
Furnace Road	..	..	..	76	76	..	..	..	..	151	G.d,m,mi. H.c,l.																					
Glenbuck	..	..	..	21	59	..	..	..	..	80	D.a. E.m. H.c,l.																					
Main Street	..	..	..	36	25	..	..	..	..	60	B.f,l. C.s,t.																					
NEW CUMNOCK S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	172	1	7	174	14	1	2	12	6	55	7	11	..	..	..	116	13	8
Bank	..	..	..	38	12	..	..	..	..	50	G.d,mi.																					
Dalleagles	..	..	..	23	4	..	..	..	..	27	H.n.																					
New Cumnock	..	..	..	30	..	..	..	..	..	30																						
OLD CUMNOCK S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	138	19	5	153	4	5	14	5	0	65	9	2	40	0	7	..	..	33	9	8
Old Cumnock	..	..	.	39	118	..	..	..	..	151	C.s. D.a(*p.t.*). G.a,d. H.c,d.																					
RICCARTON S.B.	..	..	.	..	..	..	..	..	..	..	..	..	..	172	8	0	177	0	0	4	12	0	129	6	0	40	18	9	..	..	2	3	3
Hurlford	..	..	.	98	48	..	..	..	..	146	C.a,s,w. H.n.																					
Riccarton	..	..	..	..	23	..	..	..	..	23	G.bc.																					
STAIR S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	26	5	0	27	5		..			19	13	9	3	15	8	..	..	3	15	7
Stair	..	..	..	33	..	..	..	..	..	33																						
STEVENSTON S.B	..	..	..	..	..	..	..	..	..	..	..	..	..	178	3	10	184	16	1	5	15	0	111	1	5	33	19	10	..	..	33	19	10
Kyleshill	..	..	..	22	27	..	..	..	..	49	H.n.																					
Stevenston	..	..	..	47	45	..	..	..	..	92	C.c,s. E.m. G.mc.																					
TARBOLTON S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	107	13	2	107	13		..			62	5	10	22	7	1	..	..	23	0	3
Annbank	..			46	40	..	..	..	..	86	E.mn. G.a mi.																					

List of Continuation Classes—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.					
	Division I.	Division II. (including First Year of Division III.).	Division III.			Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.	
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
BANFF.																		
ALVAH S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	31 19 6	31 19 6	..	18 1 9	9 7 6	..	1 8 10*	3 1 5
Alvah	..	17	..	..	..	..	17	A.e. C.a,w. E.mn.										
Linhead	..	14	..	..	..	..	14	A.e. G.ag.										
BANFF (BURGH) S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	83 10 9	90 3 3	6 12 6	42 7 1	..	..	..	41 3 8
Academy	..	83	..	..	..	..	83	A.e. C.a,c,s. D.a, a(*p.t.*)										
CABRACH S.B.	..	..	..	..	..	..	..	.. .. .	..	..	20 16 6	20 16 6	..	15 12 4	..	..	..	5 4 2
Upper	29	..	..	..	..	..	29											
ENZIE S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	32 0 4	33 12 4	1 12 0	15 1 5	9 7 6	..	..	7 11 5
Enzie	24	..	..	..	..	..	24											
Port Gordon	..	7	..	..	..	..	7	A.e. B.l. C.a.										
GAMRIE S.B.	..	..	..	..	..	..	..	.. . ..	..	..	156 7 2	178 1 6	9 11 10	94 6 6	..	..	..	74 3 2
Bracoden	43	29	..	..	..	..	66	C.a,b. H.a.										
Longmanhill	16	28	..	..	..	..	44	H.a.										
Macduff	..	130	..	..	..	..	130	A.e. C.a. D.a,a(*p.t.*). E.mn. H.a,d, la, m.										
KEITH S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	72 5 3	90 10 9	15 2 6	52 4 5	13 7 0	..	..	9 16 10
Keith	..	65	..	..	..	..	65	A.e. C.b,s. D.a(*p.t.*).										
Newmill	18	..	..	..	..	..	18											

MORTLACH S.B.	..	..	..	..	..	..	..	..	..	..	..	18 0 0	19 10 0	1 10 0	9 9 4	..	..	..	8 10 8
Mortlach	..	22	..	..	..	..	22	A.e,g. C.a. E.mn.											
RATHVEN (AND BUCKIE) S.B.	..	..	..	..	..	..	..	..	..	..	..	50 13 0	50 13 0	..	30 11 6	..	..	..	20 1 6
Buckie	45	31	..	..	..	..	76	D.a,a (*p.t.*)											
ROTHIEMAY S.B.	..	..	..	..	..	..	..	..	..	..	..	18 8 8	18 8 8	..	7 13 4	9 7 6	..	..	1 7 10
Ternemny	20	..	..	..	..	..	20												
BERWICK.																			
COLDSTREAM S.B.	..	..	..	..	..	..	..	..	..	..	..	17 12 6	20 0 0	2 7 6	13 4 4	..	..	...	4 8 2
Coldstream	29	21	..	..	..	..	29	C.b,s.											
HUTTON S.B.	..	..	..	..	..	..	..	..	..	..	..	51 10 4	55 15 4	4 5 0	31 0 4	..	..	..	20 10 0
Hutton	21	12	..	..	..	..	33	H.n.											
Paxton	15	8	..	..	..	..	23	H.n.											
WHITSOME S.B.	..	..	..	..	..	..	..	..	..	..	..	21 5 0	21 5 0	..	6 14 9	..	..	..	14 10 3
Whitsome	..	18	..	..	..	..	18	C.a. E.mn.											
BUTE.																			
CUMBRAE S.B.	..	..	..	..	..	..	..	..	..	..	..	45 9 2	46 19 2	1 10 0	29 11 9	..	..	..	15 17 5
Cumbrae	50	15	..	..	..	..	50	C.b,s.											
ROTHESAY (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	172 3 5	177 3 11	5 0 6	83 16 7	..	..	..	88 6 10
Academy and Thomson's Institution	..	15	..	..	..	..	15	D.a (*p.t.*).											
Rothesay	24	127	..	..	..	..	150	A.e. C.a,b,s. E.m. G.bc. H.c,n.											
CAITHNESS.																			
KEISS S.B.	..	..	..	..	..	..	..	..	..	..	..	136 9 1	158 7 1	..	88 3 10	..	..	..	70 3 3
Aukengill	..	31	..	..	..	..	31	C.a. D.a. E.mn. H.n.											
Keiss	..	55	..	..	..	50	56	A.e. C.a,b,s,t. D.a. E.mn. H.n.	..	..	m.								

* This is a credit balance brought foward from Session 1902-3.

List of Continuation Classes—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under:—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was met.					
	Division I.	Division II. (including First Year of Division III.).	Division III.					Division II.	Division III.	Division IV.			Fees and Books and Materials sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.	
			Second Year.	Third Year.	Fourth Year.	Division IV.											Subscriptions or other Sources.	Rates.
	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.											
CAITHNESS—*contd.*																		
Olrig S.B.	..	..	..	..	..	..	..	..	..	..	13 18 3	13 18 3	..	12 3 6	..	..	..	1 14 9
Castletown	23	..	..	..	..	..	23											
Thurso S.B.	..	..	..	..	..	..	..	..	..	..	67 11 1	69 6 7	..	47 13 6	10 0 0	..	..	11 13 1
Miller Institution	42	53	..	..	..	..	95	A.e. C.a,s. D.a. E.m. H.n.										
Watten S.B.	..	..	..	..	..	..	..	..	..	..	14 17 11	22 2 6	..	12 17 3	10 0 0	..	..	..
Gersa	..	20	..	..	..	..	20	G. ag.										
Wick (Burgh) S.B.	..	..	..	..	..	..	..	..	..	..	118 17 11	125 8 11	6 11 0	89 3 5	..	..	..	29 14 6
Pulteneytown Academy ..	22	124	..	..	..	..	146	A.e. C.a,b,s. D. a (*p.t.*). E.g, mn. H.d.										
CLACKMANNAN																		
Alloa Science and Art Committee and Burgh S.B.	..	..	..	..	..	..	..	..	..	..	893 9 11	982 17 4	72 9 8	515 13 1	203 10 0	..	15 0 0	175 14 7
Academy	..	92	49	34	..	..	161	B.f,g.	..	..	c,l,l.							
Alloa..	47	..	..	..	..	..	47											
Kilncraigs	..	89	..	..	..	..	89	H.c,l,m.										
Sunnyside	..	78	..	..	..	..	78	H.d,e,n,s										
Townhall Buildings	..	118	20	9	1	..	144	D.a(*p.t.*)	..	..	a, ,s.							

ALLOA (LANDWARD) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	191	12	2	209	3	10	1	15	0	143	14	1	30	0	0	..	..	33	14	9
Alloa Parish	..	..	..	85	57	..	..	..	..	142	H.n.																							
Sauchie	..	..	..	43	31	..	..	..	..	74	H.n.																							
ALVA S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	316	4	1	360	13	5	2	16	10	129	16	1	51	12	4	..	..	176	8	2
Academy	..	..	..	27	103	..	..	..	..	128	C.a,b,s. D.a. F.c. G.bc,m,mc,w. H.e.																							
Menstrie	..	..	..	14	40	..	..	..	..	54	H.c,d,n.																							
CLACKMANNAN S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	68	10	3	72	9	0	3	18	9	51	7	8	..			..	..	17	2	7
Clackmannan	..	..	..	19	37	..	..	..	..	56	C.a,c,s. D.a. H.e,n.																							
TILLICOULTRY S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	220	12	4	228	15	10	8	3	6	127	4	3	32	10	0	..	..	60	18	1
Coalsnaughton	..	..	..	46	30	..	..	..	32	73	H.c,l,n.																							
Tillicoultry	..	..	..	23	66	..	..	..	..	89	D.a (*p.t.*) G.mc. H.c,l,n.																				m.			
DUMBARTON.																																		
BONHILL S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	281	0	9	287	18	3	6	17	6	210	15	7	7	6	6	..	...	62	18	8
Bonhill	..	..	..	44	28	..	..	..	..	46	A.c. C.a																							
Jamestown South	..	..	..	17	16	..	..	..	..	33	H.d.																							
Vale of Leven Academy	..	..	..	91	173	..	..	..	..	264	C.s. D.a(*p.t.*). F.s(*p.t.*). G.bc,m, mc. H.d.																							
CARDROSS S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	163	1	3	174	10	6	..			81	5	7	..			..	..	93	4	11
Renton	..	..	..	81	126	..	..	..	..	207	C.s. E.m. H.d.																							
CUMBERNAULD S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	75	17	10	75	17	10	..			44	8	8	9	0	0	..	..	22	9	2
Cumbernauld	..	..	..	58	13	..	..	..	..	58	H.c,l.																							
DUMBARTON (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	730	19	9	890	17	1	142	3	6	427	6	2	70	0	0	..	66 6 0	185	1	5
Academy	..	..	..	..	195	41	2	..	..	236	C.s. D.a,a(*p.t.*). E.d,m. G.g,mc,na,s.	a,i.																						
College Street	..	..	..	35	..	..	..	..	..	35																								
Knoxland	..	..	..	119	..	..	..	..	..	119																								
West Bridgend	..	..	..	44	..	..	..	..	..	44																								
KIRKINTILLOCH (TOWN) S.B.				..	..	..	..	..	..	..	..	..	..	..	156	4	3	171	19	9	15	15	6	103	10	6	30	0	0	..	..	22	13	9
Lairdsland	..	..	..	31	52	..	..	..	..	83	C.s. H.d,n.																							
Townhead	..	..	..	35	46	..	..	..	..	81	E.g. G.bc,mc.																							

List of Continuation Classes—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.					
	Division I.	Division II. (including First Year of Division III.).	Division III.			Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.	
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
DUMBARTON—*contd.*																		
Kirkintilloch (Landward) Cumbernauld and Cadder Combined S.B.	..	..	..	..	..	..	..	..	..	..	71 3 10	73 19 4	..	44 7 3	10 2 6	..	2 15 6	16 14 1
Condorrat	59	17	..	..	..	..	59	H.c,l.										
Kirkintilloch (Landward) S.B.	..	..	..	..	..	..	..	..	..	..	70 15 8	70 15 8	..	40 3 4	..	..	..	30 12 4
Tweedlar	45	21	..	..	..	..	66	H.n.										
New or East Kilpatrick S.B.	..	..	..	..	..	..	..	..	..	..	209 15 6	210 0 6	5 0	96 7 5	14 5 6	..		99 2 7
Craigton	16	..	..	..	..	..	16											
Gorscadden	55	..	..	..	..	37	55	..	..	m.								
Milngavie	45	60	..	..	..	30	94	C.a,b,c,s. D.a. H.n.	..	m.								
Temple	12	..	..	..	..	..	12											
Old or West Kilpatrick S.B.	..	..	..	..	..	..	..	..	..	..	1,794 2 3	1,965 17 0	167 11 9	939 3 9	59 17 11	..		799 3 7
Clydebank	59	669	..	..	..	..	721	A.e.C.a,b,g,s.D.s(*p.t.*). E.m.G.bc,g, m,mc,me,na,p,s.H.a,c,d,m,n.										
Dalmuir	16	54	..	..	..	..	70	C.b,s.Em.H.d,l,m.										
Duntocher	37	83	..	..	..	..	115	C.b,s. D.a. E.m. H.c,d,l,m,n.										
Elgin Street	47	153	..	..	..	15	201	C.b,s. D.a. G.me, H.a,c,d,l,m,n.		e.								
Gavinburn	37	42	..	..	..	..	70	C.s. H.c,d,l.										
Milton	29	22	..	..	..	..	47	C.b,s,H.d.										
Radnor Park	31	15	..	..	..	..	46	H d.										
Roseneath S.B.	..	..	..	..	..	..	..	..	..	..	26 5 9	31 0 9	4 15 0	13 0 10	..	..	..	13 4 11
Kilcreggan	.	22	..	..	..	..	22	H.d,n.										
Row S.B.	..	..	..	..	..	..	..	..	..	..	199 1 2	211 1 2	12 0 0	101 15 1	80 0 0	..	29 17 7*	
Helensburgh Grant Street	19	..	..	..	..	..	19											
Helensburgh Hermitage	..	169	..	..	..	..	169	A.e.C.a,b,s.Da,a(*p.t.*). G.bc m,H. [a,d,m.										
Clyde Training Ship "Empress"	49	10	..	..	..	..	59	G.n.			25 19 7	25 19 7	..	19 19 0	..	..	6 0 7	..

DUMFRIES.

ANNAN S.B.																								
Academy			22					22	A.e. C.a,b,s. H.a.			58 15 0	58 15 0		34 9 5				24 5 7		
Breconbeds		25						25																
BRYDEKIRK S.B.																								
Brydekirk			11					11	A.e,h. B.l. D.a,a *p.t.*). E.a,g.			17 2 10	17 2 10		9 13 8				7 9 2		
DRYFESDALE S.B.																								
Lockerbie Academy			80				17	80	C.a,b,c,s,t,w. D.a. E.mn. H.c,n,w.		p.	100 16 1	102 1 1	1 5 0	75 12 1				25 4 0		
DUMFRIES (BURGH) S.B.																								
Academy			158	18	2		35	177	A.e. B.f,g,l. C.a,b,s,t. D.a(*p.t.*).	a,i.	p.	381 13 11	424 4 1	36 10 2	246 19 11	90 19 7			49 14 5		
George Street			86					86	H.c,d,i,n.															
Loreburn Street		31	30					47	C.a,b,s.															
DUMFRIES COUNTY EDUCATION COMMITTEE																								
Sanquhar, Wanlockhead			28					28	G. mi.			33 0 5	33 0 5		13 2 6	19 17 11								
KIRKCONNEL S.B.																								
Kirkconnel		23						23				22 17 8	23 15 2	17 6	16 2 4				6 15 4		
KIRKPATRICK FLEMING S.B.																								
Kirkpatrick Fleming		25	9					25	C.s.			22 10 10	23 2 4	11 6	11 9 1				11 1 9		
LANGHOLM S.B.																								
Academy			17					17	F.c.			10 18 7	15 8 7	4 10 0	8 3 11				2 14 8		
MIDDLEBIE																								
Eaglesfield G A. School		38						38				19 18 7	22 7	2 4 0	14 18 11			4 19 8					
MOFFAT S.B.																								
Academy			36					36	C.a,b. E.mn. G.d.			49 1 3	49 3		30 11 10				18 9 5		
SANQUHAR																								
Wanlockhead (County Council)			28					28	G.mi.			*See* under Dumfries County Education Committee.												
TORTHORWALD S.B.																								
Collin			8					8	C.b. D.a.			8 0 5	8 0 5		6 0 4				2 0 1		

* This is a credit balance brought forward from Session 1902–3.

LIST OF CONTINUATION CLASSES—*continued.*

NAME OF CONTINUATION CLASS CENTRE.	NUMBER OF STUDENTS PAID FOR IN							SYMBOLS OF THE SUBJECTS IN WHICH INSTRUCTION WAS GIVEN UNDER :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	SOURCES FROM WHICH TOTAL EXPENDITURE WAS MET.						
	Division I.	Division II. (including First Year of Division III.).	Division III.				Division IV.	Total Number of Individual Students Paid for.	Division II.	Division III.	Division IV.			Fees and Books and Materials sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.	
			Second Year.	Third Year.	Fourth Year.													Subscriptions or other Sources.	Rates.
												£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
EDINBURGH.																			
Jockpen S.B.	..	..	..	..	..	..	..	..	..	..	..	27 14 8	29 1 8	1 7 0	12 19 6	..	..	..	14 15 2
Bonnyrigg	26	15	..	..	..	..	26	C.a,b,s. D.a.											
Corstorphine S.B.	..	..	..	..	..	..	..	..	..	..	..	28 7 6	28 7 6	..	8 19 0	..	..	..	19 8 6
Corstorphine	19	..	..	..	..	..	19												
Edinburgh S.B.	..	..	..	..	..	..	..	..	..	..	..	7300 4 3	7762 17 0	131 11 5	4796 18 9	..	..	..	2834 6 10
Abbeyhill	101	60	..	..	..	44	161	A.c,e,h. C.a. D.a. E.mn.	..	..	p.								
Bristo	57	62	..	..	..	90	106	A.e,h. C.a. H.c,d,m,n.	..	..	m,p.								
Broughton	..	79	..	..	..	..	79	F.s (*p.t.*).	..	..									
Bruntsfield	62	460	..	..	..	94	519	C.a,b,g,p,s,t. D.a (*p.t.*). F.s (*p.t.*) H.c,d,l,m,n.	..	..	m.								
Castle Hill	451	..	..	..	..	178	451	..	..	..	m,p.								
Causewayside	..	125	..	..	..	71	125	A.e. C.a,b,c,f,g,s,t. H.c,d,m,n.	..	..	m,p.								
Dalry	..	144	..	..	..	94	144	C.a,b,p,s,t. H.c,d,m,n.	..	..	m,p.								
Gorgie	..	170	..	..	..	..	170	C.a,b,p,s,t. D.a. E.mn. G.bc,d,g,m,mc. H.w.											
Leith Walk	..	302	..	..	..	60	302	C.a,b,g,p,s,t. D.a. E.mn. G.a,bc,g,mc,me,s. H.w.	..	..	p.								
London Street	28	106	..	..	..	86	134	C.a,b,c,s,t. H.c,d,m.	..	..	p.								
Lothian Road	..	232	..	..	..	..	232	C.a,b,c,g,s. D.a. E.mn. G.bc,g,m,mc. H.w.											
North Canongate	55	32	..	..	..	67	87	A.e,g. C.a. H.c,d,m.	..	..	m,p.								
North Merchiston	211	64	..	..	..	118	275	A.e,g,h. C.a.	..	..	p.								
Portobello	25	139	..	..	..	15	164	A.e. C.a,b,s,t. G.a,bc,g. H.c,d,m,n,w.	..	..	p.								
Regent Road	..	127	..	..	..	44	127	C.a,b,p,s,t. H.c,d,m,n.	..	..	m,p.								
St. Bernard's	37	68	..	..	..	95	105	C.a,b,s,t. H.c,d,m,n.	..	..	m,p.								
St. Leonard's	60	66	..	..	..	107	126	A.e,g. C.a. D.a. E.mn.	..	..	p.								
Sciennes	..	193	..	..	..	87	193	C.a,b,g,p,e. D.a. E.mn. G.a,bc,d,m,mc. H.w.	..	..	p.								

South Bridge			72	72	..	..	..	14	144	A.c,e,h. C.a. E.mn. G.bc,g. H.w.	..	p.													
Stockbridge			105	51	..	..	..	108	156	C.a,b,p,s. E.mn. G.g. H.w.	..	p.													
Torphichen Street			42	57	..	..	..	55	99	A.e,g. C.a. H.c,d,m,n.	..	m.p.													
Royal Institution			..	176	117	55	67	..	415	.. .. ..	a.	..	1869	5	1	2953	8	11	771	9	0	1401	18	10	..	..	780	1	..
The "15" Club			19	293	..	..	..	105	312	A.c,e,g. B.l. C.a,f. D.a. E.m. F.b,s. H.a,w.	e,l.	m,p,sw.	372	7	5	415	1	1	42	13	8	203	15	4	..	..	168	12	1	..
Typographia			..	99	..	..	..	..	99	G.t.	..	..	115	15	8	143	4	8	27	4	0	40	15	2	75	0	0	..	5	6	..
KIRKNEWTON AND EAST CALDER S.B.			..	..	..	..	..	..	..	.. .. ..	..	..	23	19	9	23	19	9	..			7	8	0	..	..	..		16	11	9
Oakbank			15	..	..	..	..	..	15																					
LASSWADE S.B.			..	..	..	..	..	..	..	.. .. ..	..	..	121	14	10	123	12	10	1	18	0	89	12	2	..	..	..		32	2	8
Loanhead			41	35	..	..	..	..	44	C.b,s.																				
Pentland			4	26	..	..	..	..	28	C.a,b,c,s. D.a. H.a,e,n.																				
Roslin			33	41	..	..	..	..	60	A.e. C.a,s. H.n.																				
LEITH (BURGH) S.B.			..	..	..	..	..	..	..	.. .. ..	..	.	3727	17	8	4137	14	6	222	13	4	2225	1	2*	200	0	0	260	0	0	101	17	6	1177	11	6
Academy and Technical College			..	493	187	70	2	..	654	C.a,t. D.a(*p.t.*). F.s(*p.t.*). H.a, c,i,l n,s,w.	a,c,e,i,l,s.																					
Bonnington Road			39	23	..	..	..	..	60	A.e. C.a,b,s. D.a. H.c,n.																				
Couper Street			29	134	..	..	..	50	163	H.c,d,l,m,n.	..	p.																		
Lochend Road			13	46	..	..	..	26	59	H.c,d,l,m,n.	..	p.																		
Lorne Street			68	96	..	..	..	..	164	C.a,b,e,s. G.m.																				
Newhaven Victoria			38	46	..	..	..	..	84	D.a. E.a. G.a,d,m. H.c,l,n.																				
North Fort Street			64	108	..	..	..	..	172	C.a,b,c,g,s. E.m. H.c,d,l,n																				
Yardheads			215	64	..	..	..	..	279	A.e. C.a,b,c,s. D.a. H.c,l,n.																				
LIBERTON S.B.			..	..	..	..	..	..	..	.. .. ..	..	..	30	4	5	32	19	3	2	14	10	15	5	1	..	..	..		14	19	4
Burdiehouse			16	12	..	..	..	..	28	A.e. C.a,c. E.m. H. .																				
MID CALDER S.B.			..	..	..	..	..	..	.	.. . .	..	..	50	12	3	52	10	3	..			23	0		..	..	3	3	3	26	6	4
Mid Calder			12	..	..	..	..	..	12																					
Pumpherston			30	..	..	..	..	..	30																					

* In addition to this grant a further sum of £21 3s. 9d. was paid in respect of Session 1902-1903.

List of Continuation Classes—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.					
	Division I.	Division II. (including First Year of Division III.).	Division III.			Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.	
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£. s. d.
EDINBURGH—*contd.*																		
Musselburgh S.B. ..	..	..	..	..	..	..	..	.. .. ..	..		80 5 3	84 2 9	3 7 6	51 7 7	..	..	..	29 7 8
Grammar School	43	41	..	..	..	..	76	C.a,b,p,s. E.mn.										
Stobhill S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	20 7 0	21 12 0	1 5 0	9 3 5	..	..	..	11 3 7
Stobhill	..	15	..	..	..	..	15	A.e. C.a. E.m. F.s.										
West Calder S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	109 4 10	120 11 4	5 16 6	55 14 3	17 17 0	..	..	41 3 7
Addiewell	12	12	..	..	..	..	12	E.a,g,mn.										
Cobbinshaw	14	14	..	..	..	..	14	E.a,mn.										
West Calder	19	37	..	..	..	..	44	C.b,s. E.mn. G.bc,mc.										
Woodmuir	12	..	..	..	..	..	12											
ELGIN																		
Birnie S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	10 12 0	12 2 0	1 10 0	7 19 0	..	..	2 13 0	..
Birnie	16	..	..	..	..	..	16	.. .. ..	..	..	..	..	..	..	..	..	..	..

ELGIN (BURGH) S.B.																										
Academy				17					17	A.e. B.f,l. C.a,g. E.a. F.c,m. G.m.			165 6 6	171 11 6	6 5 0	60 10 6	15 12 11	..	..	89 3 1
West End			26	50					76	A.e,h. B.f,l. C.a,b,s. E.mn.																
Victoria School				54	17	5			67	H.w.		a,i.	120 10 11	177 17 2	57 6 3	80 4 0†	19 6 11	..	21 0 0	..
ELGIN (LANDWARD) S.B.																										
Mosstowie			29						29				19 8 9	19 8 9	..	14 11 7	..	..	..	4 17 2
FORRES (BURGH) S.B.																										
Forres			33	48					67	B.f. C.s. D.a,a (*p.t.*). G.bc,g,mc.			81 1 10	83 11 10	..	38 17 4	24 5 1	..	..	20 9 5
KINLOSS S.B.																										
Findhorn			15					7	19			m.	16 16 0	16 16 0	..	6 19 1	..	..	..	9 16 11
SPEYMOUTH S.B.																										
Garmouth				20					20	A.e, C.a.			14 2 7	14 2 7	..	10 11 11	..	..	..	3 10 8
FIFE.																										
ABERDOUR S.B.																										
Aberdour				16					16	A.c. C.a,b,s. D.a.			46 14 0	47 9 0	15 0	23 18 11	..	..	..	22 15 1
Donibristle Colliery				20					20	D.a. E.a,mn.																
ANSTRUTHER																										
Waid Academy				79					79	C.b,s. D.a,a (*p.t.*). H.w.			46 8 0	61 6 0	14 18 0	34 16 0	7 2 0	4 10 0	..	..
AUCHTERDERRAN S.B.																										
Auchterderran			20	36					56	E.mn. G.a,g,mi.			72 16 3	79 1 3	6 5 0	30 1 5	18 0 0	..	11 2 6*	13 12 4
Auchterderran (County Council)				41					41	H.c,l.			*See* under Fife County Technical Education Committee.							
AUCHTERMUCHTY S.B.																										
Auchtermuchty				19					19	C.a. D.a. E.mn.			41 18 0	41 18 0	..	25 14 3	10 0 0	..	..	6 3 9
Madras				30					30	H.n.										
Auchtermuchty (County Council)				52					52	H.d.			*See* under Fife County Technical Education Committee.							
BALLINGRY S.B.																										
Pallingry			18	63					81	E.mn. G.a. H.d,s.			57 16 5	59 12 5	1 16 0	31 14 7	..	..	..	26 1 10

* This is a credit balance brought forward from Session 1902–3. † A deduction of £14 12*s.* 1*d.* was made from this sum, being amount overpaid in respect of Session 1902–3.

List of Continuation Classes—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.						
	Division I.	Division II. (including First Year of Division III.).	Division III.			Division IV.		Division II.	Division III	Division IV.			Fees and Books and Materials sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.		
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
FIFE—*contd.*																		
Beath S.B.	..	..	..	..	..	..	..	..	..	—	173 7 7	177 2 7	3 15 0	125 8 8	20 0 0	—	..	27 18 11
Cowdenbeath	33	60	..	..	..	..	93	A.e. E.a,mn. G.a. H.d.										
Kelty	36	46	..	..	..	..	82	C.s. G.a,m. H.d.n.										
Lassodie	32	17	..	..	..	..	49	H.d,n.										
Cowdenbeath (County Council)	..	98	17	16	..	..	112	D.a (*p.t.*). G.e,me,s.		i.	..	*See* under Fife County Technical Education Committee.					..	..
Burntisland S.B.	..	.	..	..	..	..	..	..	..	..	132 6 2	145 16 2	13 10 0	52 14 9	40 0 0	..	35 0 8*	4 10 9
Burntisland	..	69	..	..	..	..	69	C.s,t.D.a (*p.t.*). E.g.G.g.bc,mc. H.c.										
Carnbee	..	..	..	..	..	..	..											
Arncroach (County Council)	..	16	..	..	..	..	16	H.d.			*See* under Fife County Technical Education Committee.						..	..
Carnock, S.B.	..	..	..	..	..	..	..	..	..	..	32 11 6	42 0 5	2 9 6	24 8 7	..	..	..	15 2 4
Carnock	61	..	..	..	..	..	61											
Collessie	..	..	..	..	..	..	..											
Ladybank (County Council)	..	78	..	..	..	..	78	C.s,t. H.c,d,l.			*See* under Fife County Technical Education Committee.						..	..
Crail	..	..	..	..	..	..	..											
Crail (County Council)	..	42	..	..	..	..	42	H.w.			..	do.	..	do.	..	do.	—	—
Cults	..	..	..	..	..	..	..											
Pitlessie (County Council)	..	12	..	..	..	..	12	H.d,n			..	do.	..	do.	..	do.	—	—

CUPAR																									
Bell Baxter School	..	13	..	..	..	..	13	D.a,a (*p.t.*). ..	..	..	..	28 17 11	31 0 5	2 2 6	7 4 2	8 13 4	11 0 5	2 0 0	—						
Castlehill (County Council) ..	..	174	..	..	..	36	178	A.e. C.a,f,s,t. H.c,l. ..	..	p.	*See* under Fife County Technical Education Committee.														
DALGETY S.B.	..	..	..	..	..	..	—	.. .. ..	—	..	16 8 3	16 8 3	..	12 6 2	4 0 0	—	..		2 1						
Hillend	21	20	..	..	..	..	21	C.s,																	
Fordell (County Council) ..	..	33	..	..	..	..	33	H.c,l. ..	..	..	*See* under Fife County Technical Education Committee.														
DUNFERMLINE (BURGH) S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	1387 4 7	1498 14 7	111 10 0	915 19 11	270 0 0	..	—		201 4 8						
High School	18	109	..	..	..	57	132	A.e. B.f. C.a,b,s. H.n. ..	..	p.															
Lauder Technical School ..	..	245	45	30	15	15	325	C. b, f, p. D. a, a (*p. t.*). F. c, m. G.g,m,mc,me,s.	a,i,l.	p.															
McLean	18	24	..	..	..	..	42	C.a,b. H.c,n.																	
Queen Anne	29	227	..	..	..	..	256	A.e. C.a,b,s,t. H.c,d,n.																	
DUNFERMLINE (LANDWARD) S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	38 10 7	44 5 7	5 15 0	21 10 7	9 5 0	..	..		7 15 0						
Charlestown	..	23	..	..	..	..	23	C.a. D.a. E.a,mn.																	
Townhill	..	22	..	..	..	..	22	H.n.																	
DYSART (BURGH) S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	533 14 0	663 13 6	28 3 11	378 5 9	70 0 0	70 0 0	..		117 3 10						
Dysart	25	21	..	..	..	..	46	G.mi. H.d.																	
Gallatown	..	41	..	..	..	..	41	H.c.																	
Pathhead	71	187	..	..	..	..	258	C.a,b,s,t. H.d.l.																	
Sinclairtown	..	92	17	..	..	..	95	D.a,a (*p.t.*). F.s,s (*p.t.*). G.d,g,m.		i.															
ELIE																									
Elie (County Council) . ..	..	21	..	..	..	..	21	H.d		..	..	*See* under Fife County Technical Education Committee.													
FALKLAND S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	41 4 1	41 19 1	15 0	15 6 4	10 0 0	—	..		15 17 9						
Falkland	..	14	..	..	..	..	14	C.a,c.																	
Freuchie	..	18	..	..	..	..	18	C.a,b,c.																	
Falkland (County Council) ..	..	12	..	..	..	..	12	H.d. ..	..	..	*See* under Fife County Technical Education Committee.														
FERRYPORT-ON-CRAIG S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	98 3 0	100 18 0	2 15 0	24 5 8	40 0 0	—	..		33 17 4						
Ferryport-on-Craig — ..	8	39	..	..	..	..	47	C.b,gn,s,t. E.m. G.e,mc.																	

* This is a credit balance brought forward from Session 1902-3.

List of Continuation Classes—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.						
	Division I.	Division II. (including First Year of Division III.).	Division III.			Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.		
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.	
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
FIFE—*contd.*																			
Fife County Technical Education Committee ..	..	..	..	..	..	.	..	.. .. ..	..	..	1562 1 9	1763 3 9	181 12 0	1087 2 1	494 9 8	..	..	..	
Auchterderran	..	41	..	..	..	.	41	H.c,l.											
Auchtermuchty	..	52	..	..	..	..	52	H.d. ..											
Beath, Cowdenbeath	..	98	17	16	..	..	112	D.a.(*p.t.*). G.e,me,s.	.	i.									
Carnbee, Arneroach	..	16	..	..	..	..	16	H.d.											
Collessie, Ladybank	..	78	..	..	..	..	78	C.s,t. H.c,d,l.											
Crail	..	42	..	..	..	..	42	H.w.											
Culta Pitlessie	..	12	..	..	..	..	12	H.d,n.											
Cupar, Castle Hill	..	174	..	..	..	36	178	A.e. C.a,f,s,t. H.c,l.	..	..	p.								
Dalgety, Fordell	..	33	..	..	..	..	33	H.c,l.											
Elie	..	21	..	.	..	..	21	H.d.											
Falkland	..	12	..	..	..	..	12	H.d.											
Ferryden, Newport	..	51	..	..	..	..	51	H.c,l.											
,, Wormit ..	..	39	..	..	..	..	39	H.c,l.											
Inverkeithing	..	37	..	..	..	..	37	H.d.											
Kinglassie	..	26	..	..	..	..	26	H.c,l.											
Leslie	..	56	..	..	..	..	56	H.d.											
Leuchars, Balmullo	..	32	..	..	..	..	32	H.c,l.	..	.									
Lochgelly	..	91	..	..	..	..	91	D.a,a (*p.t.*) H.c,l.											
Markinch	..	26	..	..	..	..	26	D.a. G.bc.											
,, Thornton	..	23	..	..	..	..	23	D.a,a (*p.t.*).		..									
Pittenweem	..	59	..	..	..	..	59	H.d.								..			
St. Andrew's, Madras College	..	183	..	..	..	..	183	D.a. F.b. G.bc. H.c.											
St. Monance	..	26	..	..	..	..	26	H.d.											
Scoonie Leven	..	157	..	..	..	..	157	D.a,a (*p.t.*). E.m. G.e. H.c,l											
Scoonie Leven Greig Institute	..	36	23	11	..	..	70	.. ..	..	i.									
Springfield	..	55	..	..	..	..	55	H.c,l,n.											

Strathmiglo	..	..	..	..	71	..	..	..	..	71	H.d.																			
Wemyss, Buckhaven	..	..	..	..	80	..	..	..	..	80	H.d.																			
,, East Wemyss	..	..	..	..	58	..	..	..	..	58	H.d.																			
,, Methill	..	..	..	..	89	..	..	..	..	89	H.c,d,l.																			
FORGAN S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	93	17	10	101	16	9	4	10	0	35	12	0	50	15	3	..	.	10	19	6
Newport	..	..	..	..	55	..	..	..	..	55	C.b,t. D.a. G.a. H.n.																			
Newport (County Council)	..	..	..	..	51	..	..	..	..	51	H.c,l.	..	..	..	..	See under Fife County Technical Education Committee.															
Wormit (County Council)	..	..	..	..	39	..	..	..	..	39	H.c,l.	..	..	..	..	do.									do.						
INVERKEITHING	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..																
Inverkeithing (County Council)	..	..	..	..	37	..	..	..	..	37	H.d.	..	..	..	..	do.									do.						
KENNOWAY S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	23	4	1	26	1	3	2	0	11	11	8	5	0	0	..	..	6	12	5
Kennoway	..	..	..	..	27	..	..	..	..	27	C.a,b. D.a E.mn.																			
KETTLE S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	25	13	6	28	8	6	2	15	0	14	11	3	6	0	..	..	4	17	3
Kettle	..	..	..	..	22	..	..	..	..	22	D.a.																			
KILCONQUHAR S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	21	0	0	21	0	0	..			15	15	0	4	0	..	..	1	5	0
Colinsburgh	..	..	..	..	22	..	..	..	..	22	C.a,b,c,g,s. D.a. E.mn.																			
KINGLASSIE	..	..	..	..	..	..	..	..	..	..																				
Kinglassie (County Council)	..	..	..	..	26	..	..	..	..	26	H.c,l.	..	..	..	..	See under Fife County Technical Education Committee.															
KINGHORN S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	58	0	0	63	0	0	..			20	1	10	19	7	10	23	10	4	..	..	
Kinghorn	..	..	..	..	30	..	..	..	..	30	D.a (*p.t.*). G. bc,g, mc.																			
KIRKCALDY (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1149	16	10	1213	14	0	67	17	2	845	2	3	135	0	0	140	0	0	..	25	14	7
Abbotshall	..	..	..	69	93	..	..	..	..	162	C.a. D.a. E.mn. H.l,n.																			
Dunnikier	..	..	..	80	93	..	..	..	..	173	A.e,h. C.a,b,g,s. H.c,l,n.																			
High School	..	..	..	..	104	32	27	14	..	174	A.e,g,h. B.l. C.f,gn. D.a (*p.t.*). F.s (*p.t.*).	a,i.	..																			
School of Shorthand	..	..	..	..	88	..	..	..	..	88	C.p,s.	..	..	50	9	3	98	13	3	48	4	0	37	16	11	5	0	0	..	7	12	4	..		
KIRKCALDY AND DYSART (LANDWARD) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	25	0	0	25	0	0	..	.		13	1	3	..			..			..		11	18	9
Boreland	..	..	..	27	..	..	..	..	16	27	..	..	..	p.																						

List of Continuation Classes—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was met.					
	Division I.	Division II. (including First Year of Division III.).	Division III.			Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.	
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
FIFE—*contd.*																		
Leslie	..	..	..	..	..	..	..	..	..	..								
Leslie (County Council)	..	56	..	..	..	..	56	H.d.	..	..	*See* under Fife County Technical Education Committee.						..	..
Leuchars.	..	..	..	..	..	..	..											
Balmullo County Council)	..	32	..	..	..	..	32	H.c,l.	..	..		do.				do.		
Lochgelly S.B.	..	..	..	..	..	..	..	..	..	..	169 5 3	178 3 9	4 6 0	90 19 0	18 0 0	..	..	64 18 9
Lochgelly	37	77	..	..	..	..	114	D.a. E.mn. G.a. H.n.										
Lumphinnans	24	24	..	..	..	..	48	H.d,n.	..	..								
Lochgelly (County Council)	..	91	..	..	..	..	91	D.a,a (*p.t.*). H.c,l.	..	..	*See* under Fife County Technical Education Committee.						..	..
Markinch	..	..	..	..	..	..	..											
Markinch (County Council)	..	26	..	..	..	..	26	D.a,G.bc.				do.			do.			
Thornton (County Council)	..	23	..	..	..	..	23	D,a.a(*p.t.*).				do.			do.			
Newburgh S.B.	..	..	..	..	..	..	..	..	..	..	39 18 4	42 8 4	2 10 0	29 11 7	10 0 0	..	2 1 9*	..
Newburgh	19	42	..	..	..	..	42	C.s,t. E.g,mn.										
Pittenweem	..	..	..	..	..	..	..											
Pittenweem County Council)	..	59	..	..	..	..	59	H.d.			*See* under Fife County Technical Education Committee.						..	..

ST. ANDREWS (Burgh) S.B. ..	..	..	..	..	..	..	..	..	..	..	..	..	98 5 8	153 17 11	13 6 4	61 7 0	10 0 0	..	..	69 4 7
St. Andrews	..	73	..	..	..	..	73	A.e. C.a,c,g,s,t. E.mn. H.c,n.																		
Madras College (County Council)	..	183	..	..	..	..	183	D.a. F.b. G.bc. H.c.	..	..	..	*See* under Fife County Technical Education Committee.														
ST. MONANCE S.B.	..	..	..	..	..	..	..	..	..	..	..	24 2 3	24 15 3	13 0		0 0	..	..	8 7 7
St. Monance	26	..	..	..	..	..	26																			
St. Monance (County Council)	..	26	..	..	..	..	26	H.d.	..	..	..	*See* under Fife County Technical Education Committee.														
SCOONIE S.B.	..	..	..	..	..	..	..	..	..	..	..	40 9 2	41 16 8	1 7 6	27 3 10	7 0 0	..	..	6 5 4
Leven	31	33	..	..	..	..	39	C.s. E.mn.																		
Leven (County Council) ..	..	157	..	..	..	..	157	D.a,a (*p.t.*). E.m. G.e.H.c,l.	..	i.	..	*See* under Fife County Technical Education Committee.														
Leven Greig Institute (County Council)	..	36	23	11	..	..	70	..	..	..	..		do.			do.										
SPRINGFIELD S.B.	..	..	..	..	..	..	..	..	..	..	..	26 16 6	28 19 6	2 3 0	11 11 9	6 5 0	..	..	8 19 9
Springfield	..	17	..	..	..	..	17	D.a.																		
Springfield (County Council)	..	55	..	..	..	..	55	H.c,l,n.	..	..	..	*See* under Fife County Technical Education Committee.														
STRATHMIGLO S.B.	..	..	..	..	..	..	..	..	..	..	..	31 5 0	31 5 0	..	18 0 2	7 0 0	..	..	6 4 10
Strathmiglo	4	27	..	..	..	..	31	C.a,c. D.a.																		
Strathmiglo (County Council)	..	71	..	..	..	..	71	H.d.	..	..	..	*See* under Fife County Technical Education Committee.														
WEMYSS S.B.	..	..	..	..	..	..	..	..	..	..	..	171 14 6	182 2 0	10 7 6	97 6 7	38 6 5	..	..	36 1 6
Buckhaven	..	21	..	..	..	..	21	D.a,a (*p.t.*).																		
Coaltown	..	22	..	..	..	..	22	G.mi,su.																		
Kirkland Crossroads	..	27	..	..	..	..	27	G.mi,su.																		
Methil	32	22	..	..	..	..	54	B.g.																		
Buckhaven (County Council) ..	..	80	..	..	..	..	80	H.d.	..	..	..	*See* under Fife County Technical Education Committee.														
East Wemyss do. ..	..	58	..	..	..	..	58	H.d.	..	..	..		do.			do.										
Methil do. ..	..	89	..	..	..	..	89	H.c,d,i.	..	..	..		do.			do.										
FORFAR.																										
ARBROATH (BURGH) S.B. ..	..	..	..	..	..	..	..	..	..	..	..	771 3 11	802 3 5	27 10 0	538 1 3	100 0 9	..	..	141 10 2
Cookery School	..	95	..	..	..	..	95	H.c,l.																		
High School	..	187	28	12	5	69	243	B.f,g. D.a,a (*p.t.*). F.c,s (*p.t.*). H.a,w.	i.		m,p.															
Keptie	72	201	..	..	..	..	273	A.e. C.a,b,s. E.m. H.d,m.																		
BARRY S.B.	..	..	..	..	..	..	..	..	..	..	..	104 6 0	122 17 0	18 11 0	71 12 0	..	..	7 2 0	25 12 0
Carnoustie	..	119	..	..	..	..	119	C.a,b,s. D.a,a (*p.t.*). G.me. H.d.																		

* This is a credit balance brought forward from Session 1902-3.

LIST OF CONTINUATION CLASSES—*continued.*

NAME OF CONTINUATION CLASS CENTRE.	NUMBER OF STUDENTS PAID FOR IN						TOTAL NUMBER OF INDIVIDUAL STUDENTS PAID FOR.	SYMBOLS OF THE SUBJECTS IN WHICH INSTRUCTION WAS GIVEN UNDER :—			EXPENDITURE RECOGNISED BY THE DEPARTMENT (ARTICLES 51 AND 52 OF THE CONTINUATION CLASS CODE).	TOTAL EXPENDITURE INCURRED BY MANAGERS.	SOURCES FROM WHICH TOTAL EXPENDITURE WAS MET.					
			Division III.														BALANCE.	
	Division I.	Division II. (including First Year of Division III.).	Second Year.	Third Year.	Fourth Year.	Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
FORFAR—*contd.*																		
BRECHIN (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	309 19 7	347 15 1	28 8 6	223 14 9*	45 0 0	..	..	50 11 10
High School	..	38	78	25	8	..	34	151	C.a,c,f,s,t. D.a,s (*p.t.*).	a,c,i.	p.							
Union Street	..	..	22	..	..	..	..	22	H.c,l.									
BROUGHTY FERRY S.B.	..	..	..	..	..	..	..	..	..	..	98 14 9	106 7 9	7 13 0	55 7 10	20 0 0	..	..	23 6 11
Grove Academy	..	96	..	..	..	..	96	C.a,b,c,s. D.a,s (*p.t.*). G.bc,mc.										
DUNDEE (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	4,473 17 0	4,844 19 9	337 17 9	3355 7 9	..	100 0 0	..	1,051 14 3
Ancrum Road	..	123	122	..	..	..	..	124	H.w.									
Ann Street	..	234	220	..	..	..	..	238	H.w.									
Butterburn	..	89	..	..	..	..	..	89										
Constable Street	..	..	153	..	..	..	..	153	H.c,d,l,m.									
Dudhope	..	579	..	..	..	..	..	579										
Dudhope Castle	..	..	38	..	..	..	..	38	H.w.									
Harris Academy	..	39	523	..	..	..	30	562	A.e. B.f,g,s. C.a,b,f,g,s,t. D.a,s(*p.t.*). F.s (*p.t.*) G.d,m.		p.							
Hawkhill	..	90	..	..	..	..	..	90										
Hill Street	..	49	254	..	..	..	41	302	H.c,d,l,m,n.		m,p.							
Lochee Liff Road	..	72	277	..	..	..	49	320	A.e. C.a,b,c,s,t. D.a. E.g,mn. G.a, d,g. H.c,d,l,m,n.		p.							
Mitchell Street	..	234	219	..	..	..	..	453	H.w.									
Morgan Academy	..	..	658	..	..	..	39	666	A.e.g. B.f,g,s. C.a,b,c,s,t. D.a. E.m, mn. G.d,g. H.m.		e,p.							
Rosebank	..	28	125	..	..	..	..	153	H.d,m,n.									
Tay Street	..	57	55	..	..	..	..	112	H.c,n.									
Victoria Road	..	155	80	..	..	..	..	235	D.a. G.m.									
Wallacetown	..	467	..	..	..	..	..	467										
Navigation School‡	..	..	66	..	..	..	..	66	E.m.G.as,n			135 6 5	205 11 5	70 5 0	89 11 3	25 0 0	..	20 15 2	..

FORFAR (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	331	15	9	343	14	5	6	8	248	16	10	..	50	0	0	..	41	10	11
Academy	..	..	118	103	32	13	..	..	266	D.a, a (p,t.). F.c,p. H.w.	..	c,i.																				
FRIOCKHEIM S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	18	13	11	19	4	11	11	0	6	18	8	..	..		.		11	15	3
Friockheim	..	..	20	..	..	..	..	..	20																							
KIRKDEN S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	24	5	5	24	5	5	.		18	4	1	..	..		..		6	1	4
Kirkden	..	..	18	19	..	..	..	18	23	A.e. H.n.	..	..	m.																			
KIRRIEMUIR S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	49	18	9	51	1	3	1	2	6	37	9	1	..		..		12	9	8
Reform Street	..	..	32	35	..	..	..	..	67	A.e. C.a,b,g,s.																						
LOCHLEE S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	4	4	6	5	11	6	1	7	0	2	15	0	..		..		1	9	6
Lochlee	..	..	7	..	..	..	..	..	7																							
MONIFIETH S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	32	6	10	35	14	4	3	7	6	20	19	4	..		..		11	7	6
Monifieth	..	..	26	..	..	..	..	..	26	G.g,mc,me.																						
MONTROSE (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	442	8	2	500	2	5	20	5	0	321	18	8	..		..		157	18	9
Academy	..	..	..	188	21	13	4	25	235	B.f,g. D.a (p,t.). G.h. H.e,d,f.	..	a,c,i,s.	sw.																			
Southesk	..	..	84	..	..	..	..	51	84	..	..	..	p,sw.																			
HADDINGTON.																																
BOLTON S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	24	1	6	30	0	4	..		16	15	4	9	0	0	.	4	5	0	..	
Bolton	..	..	14	..	..	..	..	..	14	C.a,b,s. D.a.																						
GLADSMUIR S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	30	6	8	33	0	0	2	13	4	22	10	5	9	0	0	.	.		.
Macmerry	..	..	40	40	..	..	..	..	40	C.b.																						
HADDINGTON S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	128	7	9	136	18	3	8	10	6	96	5	10	9	0	0	.	.	23	1	11
Haddington	..	..	19	84	..	..	..	37	92	C.a,b,s,w. E.mn. F.c. G.bc. H.c.	..	.	p.																			
NORTH BERWICK S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	48	12	0	49	2	0	10	0	23	3	5	.			.		25	8	7
High School	..	..	..	28	..	..	..	13	28	A.e. C.a,s. F.m.	..	..	p.																			
PRESTONPANS S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	5	14	9	20	4	0	1	16	3	4	6	1	9	0	0	..	2	3	9	2	17	11
Prestonpans	..	..	..	20	..	..	..	..	20	C.a,b.																						

* In addition to this Grant a further sum of £1 10s. 0d. was paid in respect of the Session 1902-1903.
† This is a credit balance brought forward from Session 1902-1903.
‡ Grant was paid to this school under the provisions of the Minute of the 30th June, 1899.

LIST OF CONTINUATION CLASSES—*continued.*

NAME OF CONTINUATION CLASS CENTRE.	NUMBER OF STUDENTS PAID FOR IN						TOTAL NUMBER OF INDIVIDUAL STUDENTS PAID FOR.	SYMBOLS OF THE SUBJECTS IN WHICH INSTRUCTION WAS GIVEN UNDER :—			EXPENDITURE RECOGNISED BY THE DEPARTMENT (ARTICLES 51 AND 52 OF THE CONTINUATION CLASS CODE).	TOTAL EXPENDITURE INCURRED BY MANAGERS.	SOURCES FROM WHICH TOTAL EXPENDITURE WAS MET.					
			Division III.														BALANCE.	
	Division I.	Division II. (including First Year of Division III.).	Second Year.	Third Year.	Fourth Year.	Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
INVERNESS.																		
INVERNESS (BURGH) S.B. ..	..	..	..	..	..	..	..	— — ..	..	..	391 17 6	409 14 0	17 16 6	211 5 5	..	..	..	180 12 1
High School	21	110	..	..	..	..	131	A.e,g,h. B.ga,l. C.a,b,c,g,s,w. E.m.										
Technical School	..	109	..	..	..	..	109	D.a.H.c,i,n,w.										
Technical School (Local Committee)	..	106	40	11	2	..	145	D.a,a (*p.t.*). F.c,m. G.m,me,p.		a,c,i.	255 6 1	322 14 9	44 18 0	191 9 7	200 0 0	..	146 17 7	..
KILMALLIE S.B.	..	..	..	..	..	..	..	— — ..	..	..	84 2 4	101 16 9	3 11 6	51 13 5	..	..	..	46 11 10
Banavie	24	..	..	..	..	20	26			m,p.								
Fort William	..	56	..	..	..	..	56	A.e,g. C.a,b,s.										
Onich	17	..	..	..	..	..	17											
KILMONIVAIG S.B.	..	..	..	..	..	..	..	—	..	..	17 16 9	17 16 9	..	3 18 0	..	..	..	13 18 9
Kilmonivaig	11	..	..	..	..	..	11											
KILTARLITY S.B.	..	..	..	..	..	..	..	.. .. —	..	..	22 1 7	23 2 10	..	19 6 5	..	..	..	3 16 5
Tomnacross	45	..	..	..	..	..	45											
KINCARDINE.																		
BERVIE S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	77 17 1	82 2 8	1 2 0	58 7 10	19 9 8	..	..	3 3 7
Bervie	28	20	..	..	..	..	48	H.cm.										
Gourdon	34	..	..	..	..	..	34											
DUNNOTTAR S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	35 10 10	42 5 9	..	19 17 10	11 16 8	..	..	10 11 3
Brackmuirhill	..	23	..	..	..	..	23	C.b. E.mn. G.ag										
FETTERCAIRN S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	30 3 3	30 3 3	..	20 1 0	10 2 3	..	..	..
Fettercairn	..	23	..	..	..	..	23	C.a,b,p.s.										

FETTERESSO & RICKARTON S.B.	..	..	..	..	..	..	..	..	..	—	—	..	..	47 17 0	48 5 0	8 0	23 2 6	18 8 6	..	..	6 6 0
Cairnhill	..	22	..	..	..	..	22	C.a,b.																
Stonehaven	..	28	..	..	..	..	28	C.s.																
FORDOUN S.B.	..	..	..	..	..	..	..	..	..	..	—	..	67 2	67 0 2	..	42 0 10	19 19 4	..	..	5 0 0
Fordoun	..	39	..	..	..	..	39	E.mn. G.a,g. H.n.																
Landsend	..	11	..	..	..	..	11	H.w.																
GLENBERVIE S.B.	..	..	..	..	..	..	..	..	..	..	..	..	16 8 6	16 15 0	6 6	12 6 4	7 11 8	..	..	..
Glenbervie	..	12	..	..	..	..	12	E.mn. G.g.																
LAURENCEKIRK S.B.	..	..	..	..	..	..	..	..	..	..	..	..	94 4 0	97 4 5	3 0 5	55 9 3	40 19 8	..	..	..
Laurencekirk	..	55	..	..	..	..	55	C.b,s. H.c,cm,l.																
ST. CYRUS S.B.	..	..	..	..	..	..	..	..	..	..	..	..	38 7 6	38 7 6	..	15 17 5	15 5 3	..	..	7 4 10
St. Cyrus	..	33	..	..	..	..	33	G.a,d.																
KINROSS.																								
FOSSOWAY.																								
Fossoway (County Council) ..	..	40	..	..	..	..	40	H.d.	..	..	..	..	*See* under Kinross County Technical Education Committee.											
KINROSS S.B.	..	..	..	..	..	..	..	..	..	..	..	..	20 10 0	20 10 0	..	8 3 2	..	..	..	12 6 10
Kinross	28	..	..	..	..	..	28																	
KINROSS COUNTY TECHNICAL EDUCATION COMMITTEE	..	..	..	..	..	..	..	..	..	..	..	..	63 8 7	79 11 1	16 2 6	47 11 5	15 17 2	..	..	..
Fossoway	..	40	..	..	..	..	40	H.d.																
Orwell, Milnathort	..	79	..	..	..	..	79	H.c,d,l.																
ORWELL S.B.	..	..	..	..	..	..	..	..	..	..	..	..	22 12 0	22 12 0	..	9 9 7	..	..	..	13 2 5
Orwell	23	..	..	..	..	5	23	..	..	..	..	p.	*See* under Kinross County Technical Education Committee.											
Milnathort (County Council) ..	..	79	..	..	..	..	79	H.c,d,l.	..	..	..	..												
KIRKCUDBRIGHT.																								
KIRKCUDBRIGHT S.B.	..	..	..	..	..	..	..	..	..	..	—	..	37 3 4	41 3 4	1 0 0	27 8 9	..	..	..	12 14 7
Johnston	21	10	..	..	..	..	31	C.s.																
KIRKMABRECK S.B.	..	..	..	..	..	..	..	..	..	..	—	..	28 4 10	29 1 1	..	21 3 8	..	..	—	7 17 5
Kirkmabreck	33	..	..	..	..	..	33																	

* This includes a credit balance of £136 13s. 0d. brought forward from Session 1902-3.

LIST OF CONTINUATION CLASSES—*continued.*

NAME OF CONTINUATION CLASS CENTRE.	NUMBER OF STUDENTS PAID FOR IN						Total Number of Individual Students Paid for.	SYMBOLS OF THE SUBJECTS IN WHICH INSTRUCTION WAS GIVEN UNDER :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	SOURCES FROM WHICH TOTAL EXPENDITURE WAS MET.					
	Division I.	Division II. (including First Year of Division III.).	Division III. Second Year.	Division III. Third Year.	Division III. Fourth Year.	Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	BALANCE. Subscriptions or other Sources.	BALANCE. Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
KIRKCUDBRIGHT—*contd.*																		
NEW ABBEY S.B.	..	..	..	..	..	..	..	..	..	..	20 14 3	20 14 3	..	15 10 8	..	..	5 3 7	..
New Abbey	17	3	..	..	..	..	20	C.a,b. D.a. E,mn.										
TROQUEER S.B.	..	..	..	..	..	..	..	..	..	..	90 1 4	90 1 4	..	51 19 11	..	..	..	38 1 5
Laurieknowe	15	40	..	..	..	..	50	A.e. C.a,b,g. D.a. H.c,n.										
URR S.B.	..	..	..	..	..	..	..	..	..	..	102 0 0	109 11 5	7 11 5	76 10 0	..	..	..	25 10 0
Dalbeattie	..	68	..	..	..	..	68	A.e. C.a,b,c,w. E.d. G.d,m. H.c, d,n,w.										
LANARK.																		
AIRDRIE (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	788 0 7	893 3 11	100 19 6	591 0 5	181 7 6	..	17 12 7*	2 3 11
Academy	..	611	..	..	..	..	611	A.e. B.f,g,l. C.a,b,c,s,t. D.a. E.m. F.c. G.bc,m,mc,me,mi,s,su. H.d,m,n,t.										
Albert	108																	
Victoria	158	..	..	..	..	..	108											
Academy (County Council)	..	43	..	..	..	..	158 43	D.a (*p.t.*). F.s (*p.t.*).			*See* under Lanark County Technical Education Committee.							
AVONDALE S.B.	..	..	..	..	..	..	..	..	..	..	190 3 10	205 3 10	15 0 0	70 15 1	81 13 7	..	..	37 15 2
Crosshill	..	106	..	..	..	..	106	A.e. C.a,b,c,s,t. D.a. E.m. F.s (*p.t.*). G.ag. H.c.										

BLANTYRE S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	165	2	2	166	7	3	.	57	1	2	57	7	8	..	..	51	9	5
Auchinraith				33					33	H.c,l.																					
High Blantyre	..	..	..	32	..	..	..	..	43	E.m.																					
Low Blantyre	..	..	71	16	..	..	..	..	86	C.a,g. D.a E.mn.																					
BOTHWELL S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1230	9	8	1260	13	7	11	10	7	776	17	7	201	15	10	..	..	270	9	7
Bellshill	..	..	124	131	..	..	..	..	239	C.b,s. H.d,m,n.																					
Bellshill Academy	..	..	..	57	..	..	..	..	57	D.a. E.m. F.m. G.bc,m,mc,me,mi.																					
Chapelhall	..	..	41	33	..	..	..	..	115	H.a,c,d,n.																					
Hamilton Palace Colliery			54	95	..	..	..	..	149	A.e. E.m. G.mi. H.d,n.																					
Holytown	..	..	46	35	..	..	..	..	81	H.d,n.																					
Mossend	..	..	87	20	..	..	..	..	87	C.s.																					
Muiredge	..	..	39	22	..	..	..	..	61	H.d.																					
New Stevenston	..	..	25	70	..	..	..	..	72	E.m. H.d,n.																					
Tannochside	..	..	65	74	..	..	..	44	149	C.a. E.a,d,g,mn. G.a. H.n.	..																				
Uddingston Grammar School			..	204	..	..	..	..	204	A.e. C.a,b,f,gn,p,s. F.m. G.bc,d,m, me,mi,s. H.c,d,n.		m.																				
Elmwood Convent School		..	..	68	..	..	..	..	68	B.f. D.a,a (*p.t.*). F.s,s (*p.t.*). H.n.	..	..	349	18	9	379	1	7	4	15	0	141	15	10	..	..	232	10	9	..	
CADDER S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	63	14	4	66	14	4	3	0	0	33	17	8	..	..	..	..	29	16	8
Auchinloch	..	..	16	16	..	..	..	..	29	H.c.																					
Chryston	..	..	..	31	..	..	..	..	31	A.e. C.a. E.m. H.c,n,w.																					
CALDERHEAD S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	133	14	0	157	8	8	18	14	8	100	5	6	5	4	9	..	..	33	3	9
Calderhead	..	..	44	104	..	..	..	..	146	A.e. C.a. D.a. E.m. H.c,n.																					
Dykehead	..	..	..	15	..	..	..	..	45	C.a,b,s,w. D.a. E.mn. H.n.																					
CAMBUSLANG S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	490	3	11	512	7	5	22	3	6	305	16	7	38	15	11	..	..	145	11	5
Cambuslang	..	..	112	263	..	..	..	29	371	C.s. G.bc,d,mi. H.a,c,m,n,t.	..	..																			
Hallside	..	..	35	44	..	..	..	10	77	E.m. G.d,mi. ..	..	p.																			
Newton	..	..	51	8	..	..	..	24	59	H.a. ..	..	p.																			
CAMBUSNETHAN S.B.	..	..	..	..	..	..	..	..	..	..	..	p.																			
Berryhill	..	..	123	87	..	..	..	..	177	B.l. C.a,f,p,s,t. E.m. F.m.																					
Cambusnethan	..	..	34	72	..	..	..	..	77	A.e. C.a,w. D.a. H.n.																					
Newmains	..	..	22	38	..	..	..	..	41	A.e. C.a,g. D.a. E.a,mn.																					
Waterloo	..	..	48	43	..	..	..	..	63	E.m. H.n.																					
Wishaw (Elementary Department).			57	262	..	..	..	..	313	A.e. C.a,b,s,t. H.cm,d,m,n.																					
Wishaw (Secondary Department).			..	161	16	..	..	..	173	A.e. B.f g,l. D.a (*p.t.*). E.m. F.c.m, p. G.bc,me. ..		i.																			
CARLUKE S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	371	18	8	386	18	4	14	19	8	197	1	11	114	0	7	..	..	60	16	2
Kilncadzow	..	..	23	..	..	..	..	..	23																						
Law	..	..	44	86	..	..	..	..	100	C.b. E.m. H.n,c,d,n.																					
Market Place	..	..	34	135	..	..	..	..	157	A.e,p. B.f.l. C.a,b,s. E.m. F,c. G.bc, m,mc. H.c,d,l,n.																					
CARNWATH S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	20	0	0	20	0	0	..	14	8	8	..	..	..	..	..	5	11	4
Wilsontown	..	..	29	..	..	..	..	..	29																						

* These are credit balances brought forward from Session 1902–3.

† In addition to this sum a grant of £324 5*s.* 0*d.* was made in respect of the Session 1901–2.

LIST OF CONTINUATION CLASSES—*continued.*

NAME OF CONTINUATION CLASS CENTRE.	NUMBER OF STUDENTS PAID FOR IN							SYMBOLS OF THE SUBJECTS IN WHICH INSTRUCTION WAS GIVEN UNDER :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	SOURCES FROM WHICH TOTAL EXPENDITURE WAS MET.						
	Division I.	Division II. (including First Year of Division III.)	Division III. Second Year.	Division III. Third Year.	Division III. Fourth Year.	Division IV.	Total Number of Individual Students Paid for.	Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	BALANCE. Subscriptions or other Sources.	BALANCE. Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
LANARK—*contd.*																		
CARSTAIRS S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	93 2 8	93 2 8	..	47 19 6	29 19 6	..	..	15 3 8
Carstairs Junction	29	77	..	..	..	..	92	C.s. E.m. G.me. H,d,n.										
DALSERF S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	122 19 2	124 19 8	2 0 6	88 12 11	18 17 4	..	..	20 8 11
Dalserf	31	21	..	..	..	..	51	G.mi.										
Netherburn	42	17	..	..	..	..	57	H.c.										
Shawsburn	39	38	..	..	..	..	77	H.d.										
DALZIEL S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	1267 18 3	1374 14 11	106 16 8	882 15 11	444 1 0	..	103 14 4*	..
Craigneuk	34	..	..	..	..	..	34											
Dalziel	88	..	..	..	..	..	88											
High School	21	751	..	..	..	..	771	A.e. B.f,g,gr,l. C.b,s. D.a,a. (*p.t.*) E.d,m. F.c.m,me. G.bc,el,g,mc me,mi,p,s,st.H.c,d,l,m,t,w										
Merry Street	232	..	..	..	..	..	232											
Muir Street	123	34	..	..	..	..	136	G.me,mi										
DOUGLAS S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	133 7 10	154 18 11	9 18 6	56 16 0	37 4 0	..	..	51 0 5
Douglas	30	53	..	..	..	..	59	C.b. E.m. H.c,n.										
Stablestone	31	18	..	..	..	..	31	C.a,b,w.										
DOUGLAS WATER S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	24 15 0	27 8 0	2 13 0	18 11 3	..	..	..	6 3 9
Douglas Water	16	12	..	..	..	57	60	A.e,h. C.w. D.a. E.mn.		m.								
EAST KILBRIDE S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	42 7 6	44 1 6	1 14 0	15 16 3	17 9 9	..	..	9 1 6
East Kilbride	..	9	..	..	..	..	9	C,a,b,s. H.n.										
GLASGOW (BURGH) S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	14,930 19 10	18,083 18 1	3,134 18 3	9,714 0 6	..	..	340 0 0	4,894 19 4
Abbotsford	..	324	11	2	..	21	324	A.e. C.a,b,c,s. E m. H.d,m,n.		m.								
Adelphi Terrace	213	95	..	..	..	125	394	C.b,s. E.m. H.d,e,m,w.		p.								

Calton	151	208	..	..	..	..	358	A.e. C.a,b,c,s. E.m,mn. G.a. H.a,d, m,n.																						
Camden Street	40	190	..	..	..	..	213	A.e. C.a,b,s. H.c,d,m,n.																						
Crookston Street	58	309	..	..	..	28	383	A.e. B.f. C.a,b,p,s. E.m. G.bc,g,mc, me,s. H.d,m,n.	..	e,p.																				
Dunard Street	145	347	..	..	..	47	430	A.e.C.a,b,p,s,t. D.a. E.m. G.a. H.c, d,m,n.	..	p.																				
Girls' High School	..	35	..	..	..	..	35	F.h.																						
Gorbals	199	194	..	..	..	.	378	C.b,s. E.m. G.bc,g,mc. H.d,m,n.	a.	..																				
Grove Street	146	234	..	..	..	..	406	C.b,s. E.m. H.d,m.																						
High School	..	752	33	11	1	151	941	A.e,g,p. B.ga. C.a,b,c,p,s,w. E.m.	a,i,l.	e,m,p.																				
John Street, Bridgeton	138	705	96	7	..	61	949	A.e. C.a,b,f,gn,s. E.m. F.h,p. G.m. H.c,d,m,n,s,w.	a,i.	e,p.																				
Kennedy Street	144	99	..	..	..	64	269	A.l. C.a,b,c,s,w. E.m. H.d,n.	..	p.																				
Kent Road	188	846	32	..	..	39	1054	A.e. B.f. C.a,b,s. D.a. E.m. H.c,e, n,w.	a,i.	m.																				
Keppochhill	69	89	..	..	..	..	158	C.a,b,s. D.a. E.m. H.d,m,n.																						
Milton	96	78	..	..	..	..	135	C.b,s. H.c,d,m,w.																						
Napiershall	147	486	..	..	..	52	619	A.e. C.a,b,c,s. E.m. G.a,bc,g,mc, me,s. H.a,c,d,m,n.	..	m.																				
Newlands	130	122	..	..	..	43	240	A.c,e,h. C.a,b,c,s. D.a. E.m. H.a,c, d,m,n.	..	p.																				
Oakbank	129	60	..	..	..	..	189	A.e. C.a,b,s. H.d,m,n.																						
Oatlands	115	187	..	..	..	6	289	C.b,s. E.m. H.n.	..	m.																				
Petershill	74	278	14	..	..	..	342	A.e. C.a,b,c,s. E.m. G.g,mc,me,s. H.d,m,n,w.	i.	..																				
Provanside	..	643	21	8	8	39	667	A.e. C.a,b,s,w. E.m. F.m,p. G.bc,g, m,mc. H.c,d,m,n,w.	a,l.	p.																				
Pupil Teachers' Institute	..	392	..	..	..	..	392	A.e. B.f,l. D.a.(*p.t.*). E.m. F.s.(*p.t.*).																						
Queen Mary Street	50	59	..	..	..	..	109	A.e C.a,b,s. H.d,l,m,n.																						
Shields Road	146	..	..	..	..	..	146																							
Springburn	137	210	..	..	..	11	330	A.e. C.a,b,s,w. D.a. E.m. H.d,m,n.	..	e.																				
Springfield	74	154	..	..	..	..	205	A.e. C.a,b,s. D.a. E.mn. G.d. H.c,d, m,n.																						
Thomson Street	82	74	..	..	..	..	151	C.b,s. E.m. G.a. H.d,m,n.																						
Townhead	218	216	..	..	..	..	427	A.e. C.a,b,s. E.m. H.d,m,n.																						
Tureen Street	93	109	..	..	..	11	191	A.e. C.a,b,s,H.c,d,m,n,w.	..	p.																				
Washington Street	141	100	..	..	..	..	200	A.e. C.a,b,s. E.m. H.c,d,m,n,w.																						
Whitehill	..	839	9	12	7	158	943	A.e,l. B.gr,l. C.a,b,s,w. E.m. G.bc, g,m,mc,me,s. H.c,n,w.	a,l.	e,m,p.																				
Woodside	..	705	20	2	..	137	831	A.e. C.b,s,w. E.m. F.c. H.c,d,m,n,w.	a.l.	e,m,p.																				
Charlotte Street Convent School	..	76	..	..	..	..	76	D.a. (*p.t.*). F.s. (*p.t.*).	..	..	173 16 6	216 9 2	..	130 7 4	..	..	86 1 10	..
St. John's Street R.C.	111	..	..	..	..	..	111	..	..	..	84 11 2	97 12 1	..	63 8 4	..	..	34 3 9	..
St. Mungo's Academy R.C.	..	46	..	..	..	..	46	D.a. (*p.t.*). F.s. (*p.t.*).	..	..	76 2 9	107 14 9	1 12 0	53 1 8	..	..	53 1 1	..
School of Cookery and Domestic Economy	..	39	..	..	..	..	39	F.h.	..	..	14 6 9	28 13 0	14 7 0	10 14 6	..	..	3 11 6	..
United Y.M.C.A. (Christian Institute)	..	428	..	..	..	..	428	A.e. B.f,g,gr,l,s. C.a,b,s. E.g,m. G.d, me. H.a,c.	..	..	336 1 10	804 1 8	150 19 0	137 14 2	200 0 0	..	315 8 6	..
United Y.M.C.A. (Eastern Section)	..	30	..	..	..	..	30	A.e. C.a,b,s,w. H.a.	..	..	26 1 5	41 17 11	15 16 6	10 9 7	..	..	15 11 10	..
United Y.M.C.A. (Govan Section)	..	155	54	..	..	..	209	G.g,m,mc,me,na,s.	i.	..	137 1 0	270 8 2	91 12 6	102 15 9	50 0 0	..	25 19 11	..
United Y.M.C.A. (Southern Section)	..	179	..	..	..	..	179	A.e. B.l. C.a,b,f,s,w. E.g,m. G.mc.	..	..	51 15 10	164 7 1	112 11 8	38 16 10	..	..	12 19 0	..

* This is a credit balance brought forward from Session 1902–3.

List of Continuation Classes—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was met.					
	Division I.	Division II. (including First Year of Division III.).	Division III.			Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.	
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
LANARK—*contd.*																		
Govan S.B.	..	..	..	..	..	..	..	..	..	..	5368 3 0	6685 14 5	1817 11 5	4021 19 1	..	..	120 0 0	1226 3 11
Beliahouston Academy	..	508	29	9	..	51	543	A.e. C.a,b,p,s,t. E.m. F.c,m. H.c,w.	a,i,l.	p.								
Copeland Road	57	22	..	..	..	..	79	H.c.										
Elder Park	..	64	..	..	..	..	64	H.c,d,m.										
Fairfield	156	199	..	..	..	..	355	A.e. B.f. C.a,b,s. E.m. G.e. H.d,m.										
Govanhill	124	..	..	..	..	..	124											
Hillhead	..	148	..	..	..	..	148	A.e. B.f,g. C.a,b,p,s,t. E.m. G.e.										
Hill's Trust	38	..	..	..	..	..	38											
Lambhill Street	95	..	..	..	..	..	95											
Lorne Street	27	185	..	..	..	..	212	H.c,d,l,m,n,s.										
Partick, Hamilton Crescent	..	494	36	..	..	..	529	A.e. B.f,g,s. C.a,b,p,s,t. E.m. H.w.	a,i.									
Partick, Rosevale Street	151	..	..	..	..	..	151											
Partick, Stewartville	29	233	..	..	..	..	262	H.c,d,l,m,n.	..									
Pollokshields, Albert Road	..	378	12	6	..	..	384	A.e. C.a,b,s,t. E.m. F.c,m,n. H.c,d, m,w.	a,l.									
Pupil Teachers' Institute	..	242	..	..	..	..	242	D.a. (*p.t.*) F.s (*p.t.*).										
Strathbungo	..	983	48	18	9	18	1040	A.e. C.a,b,p,s,t. E.m. H.c,d,l,m,n, t,w.	a,i,l.	e.								
Whiteinch	86	17	..	..	..	..	103	H.d,m.										
Anderson's College Medical School	..	33	11	..	..	..	44	F.c.	s.	..	107 9 5	139 14 5	32 5 0	80 12 1	27 0 0	..	3 1 7*	..
Dowanhill Academy R.C.	..	136	..	..	..	33	136	B.f. D.a (*p.t.*). E.a. F.s (*p.t.*). ..	..	m.	408 4 6	408 4 6	..	306 3 4	..	..	102 1 2	..
Kinning Park, Our Lady and St. Margaret's R.C.	76	..	..	..	..	..	76	.. .. ..	..	..	91 1 2	92 19 2	..	68 5 10	..	..	24 13 4	..
Hamilton (Burgh) S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	2049 1 2	2239 14 9	190 13 7	1306 2 8	346 3 11	..	..	396 14 7
Academy	..	315	58	27	23	..	423	A.e. C.b,f,s. D.a,s.(*p.t.*). F.c,m. G.bc,br,mc,mi,p. H.b,c,n,w.	a,c,d, i,m.										
Beckford Street	33	72	..	..	..	..	83	A.e,g,h. C.a,b,s. H.a.										

Bent Road	15	138	..	..	..	..	138	H.a,c,d,l,m,n.																
St. John's Grammar School	13	35	..	..	..	..	48	A.e. C.a,b,c,s. D.a.																
Townhead	11	36	..	..	..	..	43	C.w. D.a. E.mn. H.w.																
HAMILTON (LANDWARD) S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	826	10	6	826	10	6	..	490	18	11	35	12	10	..	..	299	18	9
Ferniegair	42	85	..	..	..	..	85	D.a. E.m. H.c,d.																
Glenlee	56	160	..	..	..	..	213	A.e. C.s. D.a. E.m. H.c,d,m.																
Greenfield	49	135	..	..	..	..	170	C.a. D.a. E.a, mn. G.mi. H.d,m.																
Low Waters	..	190	..	..	..	..	190	A.e. C.a,b,s, D.a. E.a,mn. G.mi. H.c,d,l,m.																
Quarter..	14	13	..	..	..	..	14	E.a,mn.																
LANARK (BURGH) S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	125	0	0	130	0	0	5	0	0	92	15	5	..	..	..	32	4	7
Grammar School	11	91	..	..	..	..	102	C.a,b,s. H.c,d,l.																
Grammar School (County Cnl.)	..	55	..	..	..	..	55	D.a (*p.t.*). F.s (*p.t.*).	..	..	*See* under Lanark County Technical Education Committee.													
LANARK (LANDWARD) S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	14	19	6	20	19	6	..	7	0	5	5	9	7	..	..	8	9	6
New Lanark	..	19	..	..	..	..	19	H.d,n.																
LANARK COUNTY TECHNICAL EDUCATION COMMITTEE ..	..	..	..	..	..	..	..	.. .. ..	..	..	259	11	11	331	9	5	49	0	0	149	17	6	132	11	11	..	..	..
Airdrie (Burgh) Academy ..	..	43	..	..	..	..	43	D.a (*p.t.*).F.s (*p.t.*).																
Lanark (Burgh) Grammar School	..	55	..	..	..	..	55	D.a (*p.t.*).F.s (*p.t.*).																
Lesmahagow Senior	..	18	..	..	..	..	18	D.a (*p.t.*).																
LARKHALL S.B...	..	..	..	..	..	..	..	.. .. ..	..	..	690	11	6	693	6	3	..	415	15	6	185	13	10	..	..	91	16	11
Academy	109	521	..	..	..	..	596	C.a,b,s. D.a,a (*p.t.*). F.c. G,ag,bc, m,me,mi,s,su. H.b,c,d,l,n,t.																	
Muir Street	20	..	..	..	..	..	20																	
LEADHILLS S.B...	..	..		..	..	..	..	.. .. ..	..	..	28	9	4	28	9	4	..	11	17	8	..		..	19	12	4*	..	
Leadhills	41	..	..	..	..	..	41																	

* These are credit balances brought forward from Session 1902–3.

List of Continuation Classes—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.					
	Division I.	Division II. (including First Year of Division III.).	Division III.			Division IV		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.	
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
LANARK—*contd.*																		
Lesmahagow S.B.	..	..	..	..	..	..	..	..	..	..	100 2 8	104 17 8	10 0	65 12 10	19 2 11	..	..	19 11 11
Bellfield	..	40	..	..	..	..	40	G.d,m,mi,su.										
Blackwood	24	..	..	..	..	..	24											
Senior	..	15	..	..	..	..	15	G.bc.										
Senior (County Council)	..	18	..	..	..	..	18	D.a (*p.t.*).			*See* under Lanark County Technical Education Committee.							
Maryhill S.B.	..	..	..	..	..	..	..	..	..	..	339 11 2	381 16 4	42 5 2	203 1 10	..	..	..	136 9 4
Possilpark	..	83	144	..	..	..	219	A.e. C.b,s. D.a,a (*p.t.*). E.m. G.bc,g,mc. H.d.		f.								
New Monkland S.B.	..	..	..	..	..	..	..	..	..	..	84 6 7	84 6 7	..	63 4 11	..	..	..	21 1 8
Riggend	..	33	..	..	..	..	33											
Roughrigg	..	108	..	..	..	..	108											
Old Monkland S.B.	..	..	..	..	..	..	..	..	..	..	2432 5 6	3842 1 9	409 9 3	1510 18 3	1043 8 1	..	3 14 7	874 11 7
Baillieston	..	57	..	..	..	..	57											
Bargeddie	..	..	41	..	..	..	41	A.e. C.a. H.c,n.										
Calderbank	..	54	..	..	..	..	54											
Coatbridge	..	77	..	..	..	..	77											
Coatbridge Langloan	..	62	..	..	..	..	62											
Coatbridge Technical School	..	..	419	179	5	..	601	A.e. C.a,b,f,g,gn,s,t. F.c,m. G.d,el,i, m,mi,p,su.		c,l.								
Coatdyke	..	47	..	..	..	..	47											
Gartsherrie Works	..	39	..	..	..	..	39											
Mount Vernon	..	..	16	..	..	..	16	A.e. C.a.c										
West Maryston	..	..	38	..	..	..	38	A.e,g. C.a,c.										
Whifflet	..	109	..	..	..	..	109											
Rutherglen S.B.	..	..	..	..	..	..	..	..	..	..	237 13 1	258 15 7	21 2 6	157 8 4	..	..	..	80 4 9
Macdonald	..	88	147	..	..	..	219	A.e. C.a.b,c,s. D.a. E.a,g,mn. G.d. H.c,d,m,n.										
Stonelaw	..	..	12	..	..	..	12	D.a. (*p.t.*).										

SHETTLESTON S.B.	..	..	..	..	..	..	..	..	..	..	..	..	253	5	9	279	10	9	26	5	0	165	1	9	30	2	..	..	58	1	3
Eastbank	112	165	..	..	..	73	246	C.a,b,c,s. G.bc,mc. H.c,d,m.	..	..	p.																			
SHETTLESTON AND SPRINGBURN S.B.	..	..	..	..	..	..	..	..	..	..	..	..	52	17	6	63	2	6	10	5	0	31	10	5	..	..	..	..	21	7	1
Millerston	11	41	..	..	..	..	42	A.e. C.a. H.d,m.																							
SHOTTS S.B.	..	..	..	..	..	..	..	..	..	..	..	..	281	0	5	293	4	8	12	4	3	208	16	5	21	7	4	..	..	50	16	8
Cleland and Omoa	106	91	..	..	..	..	190	C.s. G.mi. H.c,d,m.																							
Greenhill	35	..	..	..	..	..	35																								
Harthill	45	62	..	..	..	..	107	A.e. C.w. E.mn. G.mi. Ha.																							
Shotts	38	..	..	..	..	..	38																								
LINLITHGOW.																															
BATHGATE (BURGH) S.B. ..	..	..	..	..	..	..	..	..	..	..	..	..	56	3	4	56	3	4	..			38	16	6	4	9	2	..	12	17	8
Bathgate	44	25	..	..	..	..	69	E.mn. G.a,g.																							
Bathgate (County Council) ..	..	98	12	7	..	..	109	C.s,t. F.c. G.bc,m,mc,me,mi,s.	..	i.			*See* under Linlithgow County Education Committee.																		
BATHGATE (LANDWARD) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	109	3	1	116	13	1	7	10	0	70	13	2	..	..	..	..	38	9	11
Armadale	40	37	..	..	..	..	125	C.s,t. D.a (*p.t.*) E.d. G.m. H.c.																							
BO'NESS AND CARRIDEN S.B.	..	..	..	..	..	..	..	..	..	..	..	..	194	5	2	199	5	2	4	15	0	115	18	3	31	9	3	..	..	47	2	8
Bo'ness	32	137	..	..	..	..	157	B.d. C.a,b,c,g,w. E.mn. G.a,g. H.a, c,d,n.																							
Bo'ness (County Council) ..	..	74	19	13	..	..	93	C.s,t. F.c. G.bc,m,mc,me,mi.	..	e,i.			*See* under Linlithgow County Education Committee.																		
ECCLESMACHAN S.B.	..	..	..	..	..	..	..	..	..	..	..	..	9	4	6	9	4	6	..			6	18	4	..	..	..	..	2	6	2
Ecclesmachan	12	..	..	..	..	..	12																								
LINLITHGOW	..	..	..	..	..	..	..	..	..	..	..	..																			
Linlithgow (County Council) ..	..	66	13	14	..	..	86	C.s.t. F.c. G.bc,e,m,mc,mi,su.	..	e,i.			*See* under Linlithgow County Education Committee.																		
LINLITHGOW COUNTY EDUCATION COMMITTEE	..	..	..	..	..	..	..	..	..	..	..	..	1165	3	8	1474	4	10	14	16	0	429	8	0	1028	18	1	..	1	2	9
Bathgate	..	98	12	7	..	..	109	C.s,t. F.c. G.bc,m,mc,me,mi,s.	..	i.																					
Bo'ness	..	74	19	13	..	..	93	C.s,t. F.c. G.bc,m,mc,me,mi.	..	c,i.																					
Linlithgow	..	66	13	14	..	..	86	C.s,t. F.c. G.bc,e,m,mc,mi,su.	..	c,i.																					
Uphall . Broxburn	..	90	13	15	..	..	109	C.s,t. G.b,c,d,mc,me,mi,s.	..	i.																					
Whitburn Fauldhouse	..	32	..	..	..	..	32	G.m,mi,su.																							

List of Continuation Classes—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.					
	Division I.	Division II. (including First Year of Division III.).	Division III.			Division IV		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.	
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
LINLITHGOW—*contd.*																		
Torphichen S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	93 12 4	93 12 4	..	53 7 10	14 13 9	..	..	25 10 9
Blackridge	21	21	..	..	..	..	22	E.a,mn.										
Westfield	47	..	..	..	..	..	47											
Woodend	29	21	..	..	..	..	29	E.a,mn.										
Uphall S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	169 15 3	174 6 3	4 11 0	96 15 4	10 13 6	..	..	62 6 5
Broxburn	59	57	..	..	..	..	115	C.a,b,c,g. E.m. H.c,n.										
Uphall	49	..	..		..	..	49											
Broxburn (County Council) ..	..	90	13	15			109	C.s,t. G.bc,d,mc,me,ml,s. ..	i.	..	*See* under Linlithgow County Education Committee.							
Whitburn S.B.	..	..	..	..	..	..		.. .. ..	..	..	63 5 0	63 5 0	..	45 9 7	..	..	..	17 15 5
Fauldhouse	45	24	..	..	..	..	45	C.a,b.										
Whitburn	37	..	..	..	..	..	37											
Fauldhouse (County Council)	..	32	..	..	..	..	32	G.m,mi,su. ..	..	..	*See* under Linlithgow County Education Committee.							
NAIRN.																		
Auldearn S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	37 10 0	37 10 0	..	20 0 0	..	..	..	17 10 0
Auldearn	35	..	..	..	..	..	35											
Cawdor S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	19 12 6	19 12 6	..	13 12 6	..	..	..	6 0 0
Cawdor	..	21	..		..	..	21	A.c,g,h. C.w. E.m,n.										

NAIRN (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	47 14 6	47 14 6	..	26 1 8	...	..	..	21 12 10
Church Street..	23	39	..	..	..	5	42	A.e,h. C.a,g,w. D.a.	..	..	p.									
Rose's Academical Institution	..	28	..	..	..	..	38	C.b,s. D.a,a (*p.t.*). G.g.	..	..	..	48 15 3	52 3 3	3 8 0	16 16 8	50 10 9	..	43 0 8*	..
ORKNEY.																				
CROSS AND BURNESS, NORTH RONALDSHAY, AND LADY COMBINED S.B.	..	..	..	..	..	..	..	..	..	..	..	43 4 3	43 4 3	..	34 2 7	..	..	..	9 1 8
Burness..	..	17	..	..	..	..	17	C.a,b. D.a. E.mn.												
North Ronaldshay	33	..	..	..	..	..	33													
EVIE AND RENDALL S.B. ..	..	..	..	..	..	..	..	..	..	..	..	16 16 8	16 16 8	..	12 10 1	..	..	4 6 7	..
Costa	15	..	..	..	..	14	15				m.									
ORPHIR S.B.	..	..	..	..	..	..	..	..	..	..	..	16 11 10	18 11 10	..	10 8 8	..	..	..	3 3 2
Kirbister	..	14	..	..	..	14	14	G.ag. H.n.			m.									
SOUTH RONALDSHAY AND BURRAY S.B.	..	..	..	..	..	..	..	..	..	..	..	30 11 3	33 6 3	2 15 0	19 17 2	..	..	..	10 14 1
Burray	20	..	..	..	..	..	20													
Hope	35	..	..	..	..	..	35													
PEEBLES.																				
INNERLEITHEN S.B.	..	..	..	..	..	..	..	..	..	..	..	39 11 2	40 16 2	15 0	29 13 4	..	..	..	10 7 10
Innerleithen	..	34	..	..	..	..	34	A.e. B.f. C.a,s.												
PEEBLES	..	..	..	..	..	..	..	..	..	..	..									
Kingsland	26	61	..	..	..	..	87	C.s.D.a.H.c,l.				46 7 9	67 9 8	14 19 0	28 9 0	36 9 0	..	5 8 8*	..
WEST LINTON S.B.	..	..	..	..	..	..	..	..	..	..	..	20 3 1	21 13 0	1 5 0	12 18 2	..	..	..	7 9 10
West Linton	..	16	..	..	..	..	16	C.a,b,g. H.n,w.												
PERTH.																				
ABERFOYLE S.B.	..	..	..	..	..	..	..	..	..	..	..	29 2 9	30 2 9	1 0 0	12 2 8	10 0 0	..	..	7 0 1
Aberfoyle	18	15	..	..	..	..	18	C.b.												
ALYTH S.B.	..	..	..	..	..	..	..	..	..	..	..	64 6 8	68 10 2	1 2 0	15 11 7	52 15 11	..	2 12 11*	..
Alyth	12	19	..	..	..	..	29	C.b. D.a (*p.t.*). F.s (*p.t.*). G.bc.												
ARDOCH S.B.	..	..	..	..	..	..	..	..	..	..	..	43 12 0	43 12 0	..	28 7 0	..	..	..	15 5 0
Braco	32	..	..	..	..	..	32													
Greenloaning	22	..	..	..	..	..	22													

* These are credit balances brought forward from Session 1902-3.

List of Continuation Classes—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in: Division I.	Division II. (including First Year of Division III.)	Division III. Second Year.	Division III. Third Year.	Division III. Fourth Year.	Division IV.	Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :— Division II.	Division III.	Division IV.	Expenditure recognised by the Department (Articles 51 and 52 of the Continuations Class Code). £ s. d.	Total Expenditure incurred by Managers. £ s. d.	Sources from which Total Expenditure was met. Fees and Books and Materials Sold. £ s. d.	Grant from the Department. £ s. d.	Grant from Town or County Council. £ s. d.	Endowments. £ s. d.	Balance. Subscriptions or other Sources. £ s. d.	Balance. Rates. £ s. d.
PERTH—*con.*[a]																		
Auchterarder S.B.	..	..	..	..	..	..	..	..	..	..	56 3 3	56 3 3	..	24 4 10	..	..	..	31 18 5
Auchterarder	13	46	..	..	..	..	58	C.a,b. H.a,n.										
Blackford S.B.	..	..	..	..	..	..	..	..	..	..	38 3 2	38 3 2	..	17 1 2	10 0 0	..	..	11 2 0
Blackford	17	13	..	..	..	..	21	C.a. D.a. H.w.										
Blair Atholl S.B	..	..	..	..	..	..	..	..	..	..	30 11 11	30 11 11	..	11 2 1	5 5 11	..	16 6 9*	..
Blair Atholl	..	29	..	..	..	..	29	D.a. E.m. H.n.										
Blairgowrie S.B	..	..	..	..	..	..	..	..	..	..	198 17 4	200 17 4	2 0 0	56 3 1	138 6 11	..	.	4 7 4
Blairgowrie	7	93	..	..	..	..	99	C.a,b,s. D.a (*p.t.*).E.m.F.m,s(*p.t.*). G.bc. H.c,d.										
Cargill S.B.	..	..	..	..	..	..	..	..	..	..	23 14 6	25 14 6	..	16 15 4	9 0 0	..	..	..
Burrelton	..	37	..	..	..	..	37	C.a,b. E.mn.										
Comrie S.B.	..	..	..	..	..	..	..	..	..	..	43 6 3	44 8 9	1 2 6	22 12 6	20 0 0	..	..	13 9
Comrie	..	24	..	..	..	..	24	A.e. C.a,b,c. G.a.										
St. Fillans	17	..	..	..	..	..	17											
Coupar Angus S.B	..	..	..	..	..	..	..	..	..	..	90 12 3	91 1 3	9 0	28 13 6	47 8 5	..	21 8 11*	..
Coupar Angus	21	36	..	..	..	..	53	C.a,b,p,s. G.bc,d,m. H.n.										
Crieff S.B.	..	..	..	..	..	..	..	..	..	..	51 16 9	68 4 2	5 17 9	19 10 5	..	..	..	42 16 0
Crieff	..	35	..	..	..	..	35	C.b,c,s,t.										

DULL S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	91	10	11	93	12	11	..	31	3	5	48	3	1	..	..	14	6	5
Aberfeldy	10	41	..	..	..	..	51	A.e,g. C.a,s. D.a(*p.t.* H.n.	..																					
Dull	12	..	..	..	..	..	12	.. ..	..																					
DUNBARNEY S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	33	9	3	33	9	3	..	22	11	9	4	0	0	..	.	6	17	6
Dunbarney	21	33	..	..	..	..	42	C.a,b,s. F.pg.																						
DUNBLANE AND LECROPT S.B. ..	..	..	..	..	..	..	..	..	..	..	..	..	..	172	19	0	196	5	0	11	14	0	85	18	2	50	0	0	..	10	13	11*	37	18	11
Dunblane	12	113	..	..	..	..	117	C.a,b,s. D.a,a (*p.t.*). E.mn. F.m. G.bc,d. H.c.l,n,w.																						
DUNKELD AND DOWALLY S.B. ..	..	..	..	..	..	..	..	..	..	..	..	..	..	32	19	3	32	19	9	..	7	5	8	20	0	0	..	6	3	1*	..		
Royal	..	12	..	..	..	..	12	C.a. D.a. E.a,g,mn.																						
DUNNING S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	23	13	6	23	13	6	..	8	3	1	10	0	0	..	..	5	10	5
Dunning	..	17	..	..	..	..	17	A.e. C.b. E.mn.F.m.																						
GARTMORE S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	25	0	10	25	0	10	..	8	7	0	8	0	0	..	..	8	13	10
Gartmore	..	17	..	..	..	..	17	C.b. D.a.																						
INCHTURE S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	23	5	2	23	5	2	..	6	11	2	25	0	0	..	2	0	11†	.		
Inchture	23	..	..	..	..	..	23																							
KENMORE S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	20	14	5	20	14	5	..	5	4	4	9	0	0	..	..	6	10	1
Acharn	15	..	..	..	..	..	15																							
KILLIN S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	7	8	11	11	13	6	4	4	7	5	11	8	..		..	1	17	..		
Crianlarich	28	..	..	..	..	..	28																							
KILMADOCK S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	48	8	10	48	8	10	..	21	9	4	9	9	7	..	..	17	9	11
Deanston	..	28	..	..	..	24	28	H.n.	..	..	m.																			
Doune	..	17	..	..	..	..	17	H.n.																						
KINCARDINE S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	18	2	5	19	17	5	1	15	0	18	11	10	..		..	..		4	10	7
Thornhill	27	15	..	..	..	..	22	C.a,b. E.mn.																						

* These are credit balances brought forward from Session 1902-3.
† This is a credit balance brought forward from Session 1901-2.

List of Continuation Classes—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.					
	Division I.	Division II. (including First Year of Division III).	Division III. Second Year.	Division III. Third Year.	Division III. Fourth Year.	Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grants from the Department.	Grants from Town or County Council.	Endowments.	Balance. Subscriptions or other Sources.	Balance. Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
PERTH—*contd.*																		
Kinloch-Rannoch S.B. ..	..	..	..	..	..	..	..	..	..	..	36 12 4	38 14 4	..	24 12 7	9 0 0	..	..	5 1 9
Killiechonan	14	9	..	..	..	..	14	C.b. E.mn. G.ag.										
Kinloch-Rannoch	..	9	..	..	..	..	9	A.e,h. C.a,g. D.a.										
Kirkmichael S.B.	..	..	..	..	..	..	..	..	..	..	16 14 6	16 19 0	4 6	12 4 8	4 10 0	..	..	..
Ballintuim	28	..	..	..	..	..	28											
Longforgan S.B.	..	..	..	..	..	..	..	..	..	..	34 10 6	36 10 6	5 0	13 13 9	15 0 0	..	..	7 11 9
Mylnefield	..	18	..	..	..	..	18	H.d,n.										
Moulin S.B.	..	..	..	..	..	..	..	..	..	..	31 18 6	35 13 6	3 15 0	25 0 9	40 0 0	..	6 14 6*	10 3 3
Pitlochry	12	49	..	..	..	..	61	A.e. C.a,b,s,w. G.m. H.n.										
Persie S.B.	..	..	..	..	..	..	..	..	..	..	22 9 7	22 9 7	..	5 9 3	10 0 0	..	..	7 0 4
Blackwater	..	9	..	..	..	..	9	D.a. E.mn. F.b.										
Strone of Callie	..	3	..	..	..	..	3	B.f. C.b. D.a. E.mn.										

PERTH (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1264	17	10	1529	2	4	254	8	0	885	8	5	..	..	..	389	5	11
Academy	..	..	..	..	128	45	12	..	..	147	B.l. D.a (*p.t.*). F.m. H.w.	..	a,e,i,l.																		
Caledonian Road	..	..	66	503	..	..	..	39	553	C.b,p,s,t. H.c,d,l,m,n.	..	..	e,m.																		
Southern District	..	..	189	87	..	..	..	35	242	C.b,s,t.	..	..	..	p.																	
Sharp's Institution	..	..	..	168	28	8	..	..	191	C.t. F.s. G.a,ar,bc,g. H.w.	..	a,c,i,s.	..	319	0	7	370	16	3	51	13	2	179	10	3	..	100	0	0	136	3	2*	..	
ST. MARTIN'S S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	21	10	0	25	6	2	..		9	2	6	15	0	0	..		1	3	8*	..	
Balbeggie	..	..	..	23	..	..	..	..	..	23																								
Guildtown	..	..	..	6	..	..	..	..	..	6																								
SCONE S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	133	11	9	135	8	2	..		64	7	9	5	0	0	..		5	0	0	41	0	5
Scone	..	..	..	11	51	..	..	..	..	57	A.e. C.a,s. D.a. H.a,d,n.																							
Stormontfield	..	..	..	..	56	..	..	..	..	56	A.e. C.a. D.a. E.mn. H.a,d,n.																							
RENFREW.																																		
CATHCART S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	445	7	6	583	19	0	138	11	6	303	9	7	..	..	..		141	17	11		
Cathcart	..	..	..	..	72	..	..	..	..	72	C.a,b,c,s. H.c,d,n.																							
Queen's Park	..	..	..	..	339	..	..	..	29	340	A.e. C.a,b,f,gn,s. D.a,s (*p.t.*). E.m. F.c. G.d,mc. H.c,d,m,w.	..	p.																				
EASTWOOD S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	296	1	8	342	9	8	43	18	0	182	1	9	17	0	0	..		..		99	9	11
Pollok Academy	..	..	42	23	..	..	..	..	65	H.d,m,n.																								
Shawlands Academy	..	..	22	182	..	..	..	..	204	C.a,b,s. G.a,m,mc. H.e,d,m,n.	..	i.																				
Thornliebank	..	..	42	28	..	..	..	..	61	C.b. H.d,m.																								
GREENOCK (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	1714	6	6	2032	13	10	276	2	10	1285	14	10	..	..	..		470	16	2		
Academy	..	..	..	..	211	..	..	..	..	211	A.e,l. B.f,g,l,s. C.a,b,p,s,t. D.a,s (*p.t.*). H.n.																							
Belville Place	..	..	41	42	..	..	..	..	83	C.a,b,s. E.mn. G.a,d.																								
Highlanders' Academy	..	36	124	..	..	..	..	160	C.a,b,s. E.mn. G.a,d.																									
Holmscroft	..	..	76	236	..	..	..	40	312	C.b,s. H.d,n.	..	..	p.																					
Mearns Street	..	..	110	260	..	..	..	..	370	A.e. C.a,b,g,s. E.m. G.d,e,el,na,p.																								
Oral School for the Deaf	..	..	12	..	..	..	..	..	12	A.e. H.n,w.																								

* These are credit balances brought forward from Session 1902-3.

List of Continuation Classes—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was met.					
	Division I.	Division II. (including First Year of Division III.).	Division III.			Division IV		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.	
			Second Year.	Third Year.	ırth Year.												Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
RENFREW—*contd.*																		
GREENOCK (BURGH) S.B.—contd.																		
Police Buildings	38	..	..	..	..	..	38											
St. Andrew's Square.. ..	..	56	..	..	..	..	56	H.d,n.										
Technical School	..	198	33	70	16	..	366	E.m. F.c. H.c,l... ..	i,m,s									
GREENOCK, EAST PARISH (LANDWARD), AND PORT GLASGOW (LANDWARD) S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	31 12 10	31 12 10	..	13 14 7	..	..	..	17 18 3
Ladyburn	..	27	.	..	..	..	27	E.m.										
INVERKIP S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	22 1 4	23 18 10	1 17 6	11 2 2	..	..	..	10 19 2
Inverkip	..	32	..	..	..	..	32	A.e. C.a. D.a. E.mn. H.a.										
KILBARCHAN S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	280 15 7	305 1 3	8 15 8	160 9 5	4 10 0	..	6 14 1*	124 12 1
Bridge of Weir	62	52	..	..	..	..	102	C.a,b,s. H.c,d.										
Kilbarchan	..	74	..	..	..	..	74	C.a,b,s. D.a. F.c,p. H.d.										
Linwood	33	65	..	..	..	..	89	C.a,b. E.a,g. G.mc. H.a,c,d,n.										
KILMALCOLM S.B.	..	..	..	..	..	..	.	.. .. ..	.	..	33 12 6	37 10 0	3 17 6	16 18 0	6 0 0	..	..	10 14 6
Kilmalcolm	..	55	..	..	..	..	55	G.bc. H.n.										
Orphan Homes of Scotland School	219	89	..	..	..	26	220	G.n. H.c,l, ...	..	m.	201 12 8	201 12 8	..	151 4 6	..	..	50 8 2	..
LEVERN S.B.	..	.	..	..	..	..	..	.. .. ..	..	..	52 3 1	52 3 1	..	20 15 7	..	..	..	31 7 6
Levern	..	38	..	..	..	.	38	C.a. H.n.										
LOCHWINNOCH S.B.	..	.	..	..	..	..	..	.. .. ..	..	..	129 6 4	129 6 4	..	96 19 9	..	.	..	32 6 7
Lochwinnoch	64	12	..	..	..	..	172	C.a,b,c. H.a,d,n.										

MEARNS S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	..		29	6	0	32	6	0	3	0	0	15	11	9	..	..	..	13	14	3
Mearns	..	..	..	25	24	..	..	..	..	28	C.b,s.																						
NEILSTON S.B.				..	..	..	..	..	..	..	..	..	..	..	..	425	5	6	463	11	0	5	6	0	286	15	0	1	0	0	..	..	170	10	0
Cross Arthurlie	..	..		124	168	..	..	..	..	287	A.e.C.a.D.a(*p.t.*).E.m.G.mc.H.a,d.																						
Grahamston	..	..		..	32	13	..	..	..	45	..	..	..	c.	..																		
Neilston	..	..	..	29	57	..	..	..	..	84	H.a,c,d.																						
PAISLEY (BURGH) S.B.				..	..	..	..	..	..	..	..	..	..	..	..	1418	13	0	1663	4	6	244	11	6	1063	19	9§	1	10	0	..	..	353	3	3
Camphill	..	..	..	..	211	..	..	..	..	211	D.a,a(*p.t.*). F.s (*p.t.*).																						
Carbrook Street	..	..		174	113	..	..	..	46	257	A.e. C.a,b,s. H.c,w.	..	..	p.																				
East	..	..	..	96	41	..	..	..	..	136	A.e. C.a,b,s.																						
George Street, Central		..	..	96	..	..	..	..	..	96																							
North	..	..	..	96	92	..	..	..	..	188	G.g,m,mc,me,s.																						
Oakshaw	..	..	..	..	882	..	..	..	..	882	A.e. B.f,g. C.a,b,c,sH.c,d,n.																						
South	..	..	..	105	..	..	..	..	43	105	..	..	..	p.																			
Williamsburgh	..	..	..	..	..	..	..	..	18	18	..	..	..	p.																			
St. Margaret's Convent School				..	27	..	..	..	..	27	D.a(*p.t.*). F.s(*p.t.*).	..		..		67	15	5	86	19	11	7	3	4	40	12	3	..	..	39	4	4	..	..	
Technical School	..	..	..	..	418	62	18	7	..	476	A.e.B.f.D.a,a(*p.t.*) E.d,m. F.c,m, p. G.ag,bc,ei,g,m,mc,na s. H.w...	a,l,s.	..			2227	18	9	2721	6	11	382	8	2	919	1	1	975	1	0	500	0	0	1295	18	8†	..	..	
PAISLEY (LANDWARD) S.B.		..	..	..	..	..	..	..	..	..	..	..	..	..	..	433	0	0	484	2	0	44	2	0	273	18	4	..	..	..	..	..	166	1	8
Cardonald	..	..	..	..	80	..	..	..	..	80	H.a.																						
Elderslie, Wallace		..	..	5	40	..	..	..	..	45	C.a,c. H.a,c.																						
Inkermann	..	..	..	13	26	..	..	..	17	56	C.a,b,c. E.mn. H.c,n.	..	..	m.																			
Johnstone	..	..	..	124	119	..	..	..	..	243	C.s,t. D.a(*p.t.*), G.mc. H.a,c,d.																						
Nethercraigs	..	..	..	7	64	..	..	..	..	66	G.m. H.a,c,n.																						
PORT GLASGOW (BURGH) S.B.		..	..	..	..	..	..	..	..	..	..	..	..	..	..	446	19	2	520	12	11‡	73	13	9	248	6	11‡	52	0	0	..	..	146	12	3
Chapelton	..	..	..	41	..	..	..	..	..	41																							
Clune Park	..	..	..	19	..	..	..	..	..	19																							
Jean Street	..	..	..	33	260	..	..	..	..	291	B.f,g. C.b,s. G.bc,el,g,m,mc,me,na,s. H.c,d,n.																						
RENFREW (BURGH) S.B.				..	..	..	..	..	..	..	..	..	..	..	..	152	15	0	179	10	6	26	15	6	91	18	4	40	0	0	..	..	20	16	8
Blythswood Testimonial				21	82	..	..	..	..	103	E.m. G.e,g,mc.																						
RENFREW (LANDWARD) S.B.		..	..	..	..	..	..	..	..	..	..	..	..	..	..	326	10	6	349	7	6	16	11	0	165	10	0	..	..	..	..	..	167	6	6
Moorpark	..	..	..	..	78	..	..	..	..	78	A.e. C.a,g. D.a. G.g. H.c,n.																						
Scotstoun	..	..	..	19	84	..	..	..	..	98	A.e. C.a,b. G.g,m. H.c.																						
Yoker	..	..	..	11	75	..	..	..	..	84	A.e. C.a. E.a,g,mn. H.e,d.																						

* This is a credit balance brought forward from Session 1902–1903.
† This includes a credit balance of £1,278 brought forward from Session 1902–1903.
‡ In addition to this grant a further sum of 15s. was paid in respect of Session 1902–1903.
§ In addition to this grant a further sum of £38 18s. 11d. was paid in respect of Session 1902–1903.

LIST OF CONTINUATION CLASSES—*continued.*

NAME OF CONTINUATION CLASS CENTRE.	NUMBER OF STUDENTS PAID FOR IN						Total Number of Individual Students Paid for.	SYMBOLS OF THE SUBJECTS IN WHICH INSTRUCTION WAS GIVEN UNDER :—			Expenditure recognised by the Department (Articles 61 and 62 of the Continuation Class Code).	Total Expenditure incurred by Managers.	SOURCES FROM WHICH TOTAL EXPENDITURE WAS MET.					
	Division I.	Division II. (including First Year of Division III.).	Division III.			Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	BALANCE.	
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
ROSS and CROMARTY.																		
APPLECROSS S.B. .. —	..	..	..	..	..	..	..	.. .. ..	..	..	9 0 6	11 1 2	2 0 8	7 17 11	18 0	..	..	4 7
Torridon	..	11	..	..	..	..	11	H.c.										
AVOCH S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	40 13 5	42 5 11	..	23 7 8	5 0 0	..	..	13 18 3
Avoch	15	67	..	..	..	..	78	G.n. H.a,c,d.										
DINGWALL S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	29 6 4	31 3 10	2 2 6	19 3 9	..	..	..	9 17 7
Academy	..	17	..	..	..	..	17	G.a,d. H.w.										
EDDERTON S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	11 6 10	11 6 10	..	8 6 8	..	..	..	3 0 2
Edderton	..	8	..	..	..	..	8	H.w.										
GAIRLOCH S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	29 6 11	29 6 11	..	23 6 4	..	..	..	6 0 7
Laide	34	..	..	..	..	24	34			m.								
ROSSKEEN S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	13 0 9	14 3 9	..	11 8 2	..	..	..	2 15 7
Invergordon	..	9	..	..	..	..	9	F.s (*p.t.*)										
ROSS AND CROMARTY COUNTY SECONDARY AND TECHNICAL EDUCATION COMMITTEE ..	..	..	..	..	..	..	..	.. .. ..	..	..	21 0 0	21 0 0	..	18 7 6	2 12 6	..	..	..
Stornoway, Nicolson Institute	..	22	..	..	..	..	22	F.s (*p.t.*).										
ROXBURGH.																		
ANCRUM S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	11 7 0	11 7 0	..	7 2 1	..	..	..	4 4 11
Sandystones	..	8	..	..	..	.	8	C.a,b,w. F.mn										

HAWICK (BURGH) S.B. ..	..		..	..	..	..		.. .. ..	..	..	564	18	0	640	1	6	34	13	8	369	16	8	..	..	41	0	0	194	11	2
Buccleuch	57	91	..	..	..	..	131	C.a,b,g,s. H.c,n.																						
Buccleuch Memorial Institute	..	218	5	7	6	..	233	B.f. D.a,a(*p.t.*). F.c,h,m,s,s(*p.t.*). G.d,m,mc,w. H.a.	a.																					
SELKIRK.																														
GALASHIELS (BURGH) S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	424	1	5	615	16	7	48	4	4	370	11	1	..	..	71	10	6	125	11	2
Roxburgh Street	33	172	5	7	..	..	217	B.l. C.b,s. D.a(*p.t.*). E.m. G.mc. H.a,c.	a.																					
Technical School	..	47	18	18	..	..	79	.. .. ..	i,s.																					
SELKIRK (BURGH) S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	64	1	6	67	11	6	3	10	0	42	10	1	20	0	0	..	14	2	0*	..	
Junior	..	12	..	..	..	..	12	A.e. H.n.																						
Senior	..	50	..	..	..	..	50	C.a,s. D.a. G.w.																						
SELKIRK (LANDWARD) S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	42	12	5	42	12	5	..			31	7		..	..	..			11	6	10
Selkirk (Landward)	23	30	..	..	..	..	53	H.n.																						
SHETLAND.																														
DUNROSSNESS S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	62	8	10	62	8	10	..			48	13	5	..	..	..			13	15	5
Bigton	16	16	..	..	..	18	33	C.b. G.n,sa.	..	m.																				
Cunningsburgh	16	..	..	..	..	..	16																							
LERWICK S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	133	14	10	170	0	10	14		3	46	15	11	.	..	..			108	16	8
Central	..	80	..	..	..	..	80	G.n. H.c,l,w.																						
NESTING, LUNNASTING, WHALSAY AND SKERRIES S.B. ..	..	..	..	..	..	..	..	.. .. ..	..	..	55	2	2	55	2	2	..			14	10	1	..	..	..			40	12	1
Whalsay (Brough)	6	39	..	..	..	36	51	A.c,e,g. C.a. E.mn. H.n.	..	m,p.																				
TINGWALL, WHITENESS AND WEISDALE S.B.	..	..	..	..	..	..	..	.. .. ..	..	..	19	10	6	19	10	6	..			9	4	0	..	..	..			10	6	6
Scalloway	31	..	..	..	..	..	31																							

* This includes a credit balance of £6 17s. 1d. brought forward from Session 1902–3.

List of Continuation Classes—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 61 and 62 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was Met.					
	Division I.	Division II. (including First Year of Division III.).	Division III.			Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.	
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
SHETLAND—*contd.*																		
WALLS, SANDNESS, PAPA AND FOULA.																		
Midwalls	8	8	..	..	..	..	8	C.b. G.n.	—	—	27 0 2	28 7 6	..	14 11 5	..	..	13 16 1	.
STIRLING																		
BALFRON S.B.	..	..	..	..	..	..	..	..	..	..	60 9 0	73 4 4	2 11 3	21 9 4	37 15 4	..	..	11 8 5
Balfron	40	..	..	..	..	..	40	G.a,d. H.c,d.										
CAMPSIE S.B.	..	..	..	..	..	..	..	..	..	..	384 8 9	397 10 3	11 8 10	199 3 4	89 2 10	..	..	97 15 3
Craighead	..	56	..	..	..	..	56	A.e. C.a,b,s. D.a,a(*p.t.*). E.mn. H.c,d,m,n.										
Lennoxtown	9	102	..	..	..	15	111	C.a,b,c,s. G.bc,d,m,mc. H.c,d,m,n.	..	p.								
Torrance	24	34	..	..	..	43	57	A.e. C.a,s,w. E.m. H.m,n.	..	m,p.								
DENNY S.B.	..	..	..	..	..	..	..	..	..	..	164 7 5	191 3 11	26 16 6	93 4 8	46 14 6	..	..	24 8 3
Denny	18	107	..	..	..	..	125	A.e. C.a. D.a,a(*p.t.*). H.d,m.										
DRYMEN S.B.	..	..	..	..	..	—	..	..	..	..	64 13 9	71 12 9	..	27 18 1	32 1 11	..	..	11 12 9
Drymen	..	62	..	..	..	..	62	C.a. D.a. H.c.										
DUNIPACE S.B.	..	..	..	..	..	—	..	..	..	..	22 6 11	25 0 11	1 12 0	15 12 8	—	..	..	7 16 3
Torwood	26	..	..	..	..	..	26											
FALKIRK (BURGH) S B	..	..	..	..	..	..	..	..	..	..	2172 10 9	2350 17 2	146 12 4	1221 19 1	157 10	50 0 0	25 16 10	748 18 11
Camelon	80	80	..	..	..	33	158	C.a,b,s,t. H.a,d.	..	p.								
Comely Park	60	178	..	..	..	17	241	C.b,s,t. H.a,d,m.	..	p.								
Northern	71	163	..	..	..	18	234	A.e. C.a,b,c,s,t. D.a. H.c,d,l,m.	..	p.								
Science and Art School	..	135	61	34	23	..	253	D.a(*p.t.*).	a,l.	..								

FALKIRK (LANDWARD) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	386	8	8	488	3	10	39	14	6	235	13	7	24	0	0	..	..	183	15	9
Bonnybridge	..	..	155	97	..	..	..	155	286	C s,t. H.c,d.			m,p.																			
Laurieston	..	..	12	92	..	..	..	54	100	A.e. C.a,b. H.d,n,w.	..	..	p.																			
Bonnybridge Foundry Hall	..	..	46	7	9	..	..	..	52	D.a (*p.t.*) G.m.	..	...	a.	..	150	11	9	191	5	3	12	10	0	75	15	7	82	16	3	..	20	3	5	..	
FINTRY S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	40	4	5	41	4	5	..			12	8	3	20	13	9	..	..	8	2	5		
Fintry	..	..	..	..	30	..	..		..	30	D.a. E.mn. H.c.																							
GARGUNNOCK S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	39	19	8	88	19	1	..			18	13	4	60	10	0	..	..	9	15	9		
Gargunnock	..	..	..	18	.	..	..	..	18	C.a. D.a. H.w.																							
GRANGEMOUTH S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	642	4	11	676	1	11	..			383	7	7	..			..	..	292	14	4		
Bothkennar	..	..	55	51	..	..	..	..	55	H.e,w.																							
Grange	..	..	50	229	..	..	..	25	265	C.a,b,c,gn,t.w. D.a,a (*p.t.*). G.m. H.c,d,l,n,w.	..	..	p.																			
Redding	..	..	31	98	..	..	..	57	150	B.f. D.a (*p.t.*). G.a. H.c,d.	..	..	p.																			
Shieldhill	..	..	22	34	..	..	..	..	56	A.c. C.a. E.a,mn. H.e,n.																							
KILSYTH (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	173	6	10	195	15	7	22	8	9	89	15	6	45	0		..	15	15	8*	22	15	8
Academy	..	..	51	107	..	..	..	..	158	A.c. C.a,b,c. D.a,a (*p.t.*). G.m,mi.																							
KIPPEN S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	79	12	5	85	14	11	4	2	6	36	0	8	27	7	5	..	..	18	4	4		
Arnprior	..	..	..	14	..	..	..	..	14	H.d.																							
Bucklyvie	..	..	..	13	..	..	..	..	13	H.d.																							
Kippen	..	..	..	37	..	.	..	..	37	C.a. D.a. H.w.																							
LARBERT S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	652	9	9	672	9	0	18	5	0	389	10	3	..			..	..	264	13	9		
Carron	..	..	..	31	..	..	..	23	31	A.e. C.a. D.a.	..	..	p.																				
Carronshore	..	..	23	33	..	..	..	..	105	E.m. H.d.																							
Central	..	..	31	216	..	..	..	14	247	A.e. C.a,b,c,s. D.a,a (*p.t.*). G.d,m, me,me,s. H.d.	..	..	p.																			
Village	..	..	27	..	..	..	..	..	27																								
MUIRAVONSIDE S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	181	16	5	181	16	5	..			85	14	10	13	9	8	..	..	82	11	11		
Blackbraes	..	..	33	30	..	..	..	..	34	G.a.																							
Drumbowie	..	..	33	28	..	..	..	..	33	G.a.																							
Maddiston	..	..	38	25	..	..	..	..	38	G.a.																							
Muiravonside	..	..	10	10	..	..	..	..	10	G.a.																							
ST. NINIAN'S S.B.	..	..	..	..	..	..	..	..	..	..	..	..	..	241	0	1	250	8	11	2	12	6	100	18	10	79	6	8	..	..	67	10	11		
Bannockburn	..	..	16	9	..	..	..	..	25	H.a.																							

* This includes a credit balance of £5 15s. 3d. brought forward from Session 1902-3.

List of Continuation Classes—*continued.*

Name of Continuation Class Centre.	Number of Students Paid for in						Total Number of Individual Students Paid for.	Symbols of the Subjects in which Instruction was given under :—			Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was met.					
	Division I.	Division II. (including First Year of Division III.).	Division III.			Division IV.		Division II.	Division III.	Division IV.			Fees and Books and Materials Sold.	Grant from the Department.	Grant from Town or County Council.	Endowments.	Balance.	
			Second Year.	Third Year.	Fourth Year.												Subscriptions or other Sources.	Rates.
											£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
STIRLING—*contd.*																		
ST. NINIAN'S S.B.—*contd.*																		
Cambusbarron	..	37	..	..	..	..	37	E.mn. G.a,d. H.d,w.										
Cowie	..	50	..	..	..	..	50	G.a,d,mi. H.a,d.										
East Plean	..	25	14	..	..	..	39	H.n.										
Milton	..	13	..	..	..	..	13											
SLAMANNAN S.B.	..	..	..	..	..	..	..	..	..	..	200 17 6	208 0 0	7 2 6	56 0 9	65 0 0	..	..	79 16 9
Avonbridge	..	17	..	..	..	..	17											
Limerigg	..	17	..	..	..	..	17											
Slamannan	..	21	58	..	..	..	76	G.d,m,me,mi,s,su. H.d.										
STIRLING EDUCATIONAL TRUST AND BURGH S.B. JOINT COMMITTEE	..	..	..	..	..	..	..	..	..	..	670 1 1	846 14 4	109 5 1	292 8 5	..	190 0 0	..	255 0 10
Allan's	..	69	47	..	..	..	112	H.c,d,l,n.										
High School	..	..	206	9	8	..	220	A.e. B.f. C.a,b,s,t. D.a (*p.t.*) F.b,c, p. G.a,g.m,mc,me,p. H.w.	a,i.									
STIRLING (BURGH) S.B.	..	..	..	..	..	..	..	..	..	..	64 11 0	75 0 0	10 9 0	37 9 5	..	..	..	27 1 7
High School	..	..	17	..	1	3	..	21	D.a (*p.t.*	..	..	a.						
STRATHBLANE S.B.	..	..	..	..	..	..	..	..	..	..	12 8 4	15 11 4	2 5 0	5 15 10	7 10 6	..	..	..
Strathblane	..	..	17	..	..	..	..	17	H.d.									
WIGTOWN.																		
GLASSERTON S.B.	..	..	..	..	..	..	..	..	..	..	27 10 0	27 10 0	..	14 3 4	9 16 0	..	..	3 10 8
Glasserton	..	22	..	..	..	..	22											
KIRKINNER S.B.	..	..	..	..	..	..	..	..	..	..	22 3 11	22 17 8	..	15 12 10	11 16 0	..	..	..
Longcastle	..	18	..	..	..	..	18											

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TABLE No. 2.

SUMMARY OF THE NUMBERS OF STUDENTS PAID FOR AND OF THE INCOME AND EXPENDITURE GIVEN IN TABLE No. 1, UNDER COUNTIES, FOR THE SESSION 1903–1904.

COUNTY.	Number of Students paid for in						Total Number of Individual Students paid for.	Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was met.					
	Division I.	Division II. (including First Year of Division III.)	Division III.			Division IV.				Fees and Books and Materials Sold.	Grants from the Department	Grant from Town or County Council.	Endowments.	Balance.	
			Second Year.	Third Year.	Fourth Year.									Subscriptions or other Sources.	Rates.
								£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Aberdeen	941	4,542	894	490	1	584	6,578	8,656 3 2	9,346 17 2	675 4 7	6,313 16 3	345 1 4	..	39 19 10	1,972 15 2
Argyll	208	718	..	..	..	64	938	1,063 17 10	1,145 8 11	66 1 7	615 13 4	151 8 9	..	25 7 1	286 18 2
Ayr	1,992	3,963	101	9	4	204	5,996	7,344 13 2	8,177 11 4	579 15 11	4,858 16 6	1,402 10 5	9 10 7	194 12 2	1,267 12 2
Banff	195	426	..	..	..	..	615	484 1 2	533 15 6	34 8 10	285 7 8	41 9 6	..	1 8 10	171 0 8
Berwick	65	59	..	.	.	..	103	90 7 10	97 0 4	6 12 6	50 19 5	..	..	..	39 5
Bute	74	157	..	..	..	..	215	217 12 7	224 3 1	6 10 6	113 8 4	..	..	..	104 4 3
Caithness	87	283	..	..	..	50	371	351 14 3	389 3 4	6 11 0	250 1 6	20 0 0	..	..	113 5 7
Clackmannan	304	741	69	43	1	32	1,135	1,690 8 9	1,853 19 5	89 13 9	967 15 2	317 12 4	..	15 0 0	463 18 2
Dumbarton	1,161	1,986	41	2	..	82	3,097	3,804 7 7	4,189 17 5	349 8 3	2,122 3 2	280 12 5	..	104 19 8	1,345 5 5

Dumfries	142	485	18	2	..	52	0	724 15 7	776 13 9	45 18 2	467 4 0	110 17 6	.	4 19 8	147 14 5
Edinburgh	2,087	4,425	304	125	69	1,608	6,795	878 0 7	15,979 3 6	1,212 0 3	8,942 9 11	292 17 0	260 0 0	1,053 19 5	4,217 16 11
Elgin	119	189	17	5	..	7	311	427 18 7	495 9 10	65 1 3	219 13 5	59 4 11	..	23 13 0	127 17 3
Fife	739	4,243	134	84	29	124	5,128	6,350 0 8	7,075 16 0	537 3 5	4,152 4 7	1,327 9 6	249 0 9	57 17 3	753 15 6
Forfar	2,605	3,959	116	46	9	356	6,371	6,797 1 0	7,409 6 8	520 4 11	4,985 16 6	190 0 0	150 0 0	27 17 2	1,535 8 1
Haddington	59	186	..	..	..	50	194	237 2 8	269 4 7	13 10 1	163 1 1	36 0 0	..	6 8 9	51 8 5
Inverness	118	381	40	11	2	20	549	771 4 3	875 5 1	66 6 0	477 12 10	200 0 0	..	146 17 7	244 19 1
Kincardine	62	266	..	..	..	..	328	467 8 4	422 3 9	4 16 11	247 3 0	143 12 7	..	..	32 5 8
Kinross	51	119	..	..	..	5	170	106 10 7	122 13 1	16 2 6	65 4 2	15 17 2	..	..	25 9 3
Kirkcudbright	86	121	..	..	..	..	202	278 3 9	290 11 5	8 11 5	192 13 0	..	..	5 3 7	84 3 5
Lanark	7,864	21,014	679	107	48	1,323	29,228	36,062 8 0	43,628 11 9	6,000 9 9	23,610 17 6	3,662 8 9	..	1,571 16 11	8,951 16 9
Linlithgow	415	732	57	49	..	..	1,136	1,360 12 4	2,186 14 6	31 12 0	857 7 0	1,090 3 9	..	1 2 9	206 9 0
Nairn	58	98	..	..	..	5	156	153 12 3	157 0 3	3 8 0	76 10 10	50 10 9	..	43 0 8	45 2 10
Orkney	103	31	..	..	..	28	134	109 4 0	111 19 0	2 15 0	76 18 6	..	..	4 6 7	27 18 11
Peebles	26	111	..	..	..	..	137	106 1 3	129 18 10	16 19 0	71 0 6	36 0 0	..	5 8 8	17 17 8
Perth	656	1,730	73	20	..	98	2,298	3,099 4 11	3,487 9 8	339 10 6	1,637 11 6	594 19 10	100 0 0	210 5 1	675 3 8
Renfrew	1,823	5,258	158	88	23	219	7,135	8,735 3 4	10,241 8 9	1,276 14 3	5,348 3 7	1,097 1 0	500 0 0	1,392 5 3	1,978 6 8
Ross and Cromarty	49	134	..	..	..	24	179	153 14 9	160 13 5	4 3 2	112 3 0	8 10 6	..	..	35 16 9
Roxburgh	57	317	5	7	6	..	372	576 5 0	651 8 6	34 13 8	376 18 9	..	..	41 0 0	198 16 1
Selkirk	56	311	23	25	..	..	411	600 15 4	726 0 6	51 14 4	444 6 9	20 0 0	..	85 12 0	136 18 0
Shetland	77	143	..	..	..	54	219	297 16 6	335 9 10	14 8 3	133 14 10	..	..	13 16 1	173 10 8
Stirling	1,036	2,701	77	52	26	459	3,766	6,404 9 5	7,121 14 4	417 15 9	3,399 0 0	738 18 10	240 0 0	61 15 11	2,214 3 10
Wigtown	80	76	..	..	..	12	150	176 16 0	217 9 11	10 11 10	105 2 6	39 7 0	..	..	66 19 9
Totals	23,395	59,915	2,806	1,165	218	5,460	85,011	112,017 15 0	128,880 3 5	12,508 17 4	71,790 19 1	12,322 13 10	1,508 11 4	5,138 13 11*	27,714 6 7

* This includes a total of credit balances brought forward from previous Sessions amounting to £2,084 13s. 0d.

TABLE No. 3.

SUMMARY OF THE NUMBERS OF STUDENTS PAID FOR AND OF THE INCOME AND EXPENDITURE GIVEN IN TABLE No. 1, UNDER COUNTIES, FOR THE SESSION *1902-1903*.

COUNTY.	Number of Students paid for in						Total Number of Individual Students paid for.	Expenditure recognised by the Department (Articles 51 and 52 of the Continuation Class Code).	Total Expenditure incurred by Managers.	Sources from which Total Expenditure was met.					
	Division I.	Division II. (including First Year of Division III.)	Division III.			Division IV.				Fees and Books and Materials Sold.	Grants from the Department.	Grant from Town or County Council.	Endowments.	Balance.	
			Second Year.	Third Year.	Fourth Year.									Subscriptions or other Sources.	Rates.
								£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Aberdeen	976	5,075	1,159	599	252	456	7,250	9,683 2 6	11,045 17 2	943 9 11	7,122 11 9	806 13 2	537 17 4	9 6 11	1,624 18 1
Argyll	297	659	..	..	..	149	955	1,033 1 7	1,151 14 3	51 3 0	729 11 2	116 18 0	..	50 17 9	203 4 4
Ayr	1,778	3,996	84	12	1	205	5,817	6,840 17 0	7,858 12 9	596 18 3	4,830 0 3	1,350 12 11	7 14 4	182 17 4	1,003 9 8
Banff	165	320	..	..	..	23	483	394 10 5	435 9 4	23 15 6	223 12 0	32 12 11	..	10 2 4	146 15 5
Berwick	87	45	..	..	..	..	125	113 9 2	128 11 6	8 13 6	53 12 7	..	..	6 10 8	59 14 9
Bute	24	118	..	..	..	..	142	173 4 3	182 16 11	6 15 8	95 14 7	..	..	..	80 6 8
Caithness	90	209	..	..	..	48	299	259 1 3	288 9 3	..	195 13 3	16 18 3	..	..	75 17 9
Clackmannan	205	709	59	21	..	92	1,019	1,514 13 4	1,788 17 3	75 14 9	1,046 6 4	285 19 8	..	15 4 1	365 12 5
Dumbarton	1,218	1,941	4	..	..	49	3,063	3,402 17 5	3,843 11 1	317 10 6	2,451 13 9	212 7 7	..	84 0 11	207 16 5

Dumfries	156	498	6	1	..	98	691	651 16 9	720 5 0	55 8 6	433 19 9	124 17 0	26 14 5	48 12 5	46 17 11
Edinburgh	2,163	4,832	221	187	7	2,111	6,994	13,123 0 8	15,265 15 3	1,052 16 9	9,711 0 2	136 11 7	250 0 0	647 11 10	3,478 13 4
Elgin	126	173	14	..	..	..	300	410 5 2	516 0 7	71 17 8	193 15 1	140 5 10	..	23 16 1	86 5 11
Fife	655	3,992	187	68	32	122	4,849	5,676 0 2	6,761 12 0	488 10 9	3,959 13 11	1,335 12 5	314 18 1	34 12 8	677 2 6
Forfar	2,237	3,591	117	20	11	473	5,414	6,496 14 11	7,082 18 9	389 11 1	4,808 18 0	509 7 8	150 0 0	..	1,225 2 0
Haddington	127	61	..	..	..	..	187	209 12 5	215 13 5	4 15 0	106 4 6	44 19 6	..	..	66 19 8
Inverness	158	324	15	15	..	33	498	656 9 7	874 12 2	70 9 6	483 13 7	300 0 0	..	27 17 2	129 4 12
Kincardine	27	177	..	..	..	..	204	278 14 5	298 11 0	4 17 0	190 8 0	85 6 8	..	..	17 19 4
Kinross	16	11	..	..	..	..	27	20 14 1	20 14 1	..	13 11 5	..	..	..	7 2 8
Kirkcudbright	69	140	..	..	..	..	197	239 8 9	272 16 9	9 3 0	177 9 7	..	..	10 13 4	75 10 10
Lanark	6,916	21,618	598	149	65	501	28,318	34,403 7 0	42,827 18 5	7,394 19 3	25,965 4 0	3,228 11 8	..	1,392 15 8	6,949 18 10
Linlithgow	317	749	91	..	..	..	1,047	1,232 0 11	1,727 12 10	27 11 0	857 12 3	700 5 4	7 17 8	..	134 6 7
Nairn	23	70	..	..	..	47	93	111 13 7	112 15 7	1 2 0	52 9 10	50 4 8	..	27 5 9	21 14 0
Orkney	67	39	..	..	..	25	92	71 1 3	74 1 3	..	58 6 8	..	..	..	15 14 7
Peebles	81	104	..	..	..	..	182	124 15 6	146 0 2	21 4 8	77 2 6	36 0 0	..	..	17 1 8
Perth	706	1,915	59	16	..	133	2,494	3,201 12 2	3,655 16 9	326 3 11	1,874 9 9	776 8 7	100 0 0	173 9 0	635 8 7
Renfrew	1,961	4,379	183	122	15	176	6,469	7,121 8 4	9,242 10 8	1,204 13 7	5,718 15 11	1,102 12 0	850 0 0	875 18 4	1,275 4 11
Ross and Cromarty	47	45	..	..	..	..	78	49 15 3	51 12 1	16 10	25 4 7	..	..	..	15 10 8
Roxburgh	87	305	9	4	3	7	378	598 19 0	665 0 8	28 13 6	386 6 0	16 13 3	..	41 4 0	193 0 5
Selkirk	66	361	43	..	..	..	468	513 1 3	713 17 1	57 7 5	375 14 9	20 0 0	..	96 5 6	171 6 6
Shetland	61	87	..	..	..	47	115	188 15 0	188 15 0	..	149 11 11	..	..	7 18 5	31 4 8
Stirling	921	2,358	85	72	14	284	3,264	5,458 1 4	6,500 16 6	498 5 7	3,544 6 0	542 12 8	240 0 0	68 13 5	1,612 14 6
Wigtown	93	106	..	..	..	..	169	140 0 6	194 9 4	18 1 0	81 12 5	28 1 0	..	12 2 6	54 12 5
Totals	21,920	59,067	2,984	1,286	400	5,079	81,681	104,391 4 11	124,854 4 10	13,750 9 1	74,605 5 3	11,990 7 10	2,479 1 10	*3,847 16 1	20,409 12 11

* This includes a total of credit balances brought forward from previous Sessions amounting to £1,302 3s. 2d.

CENTRAL INSTITUTIONS CONDUCTED UNDER ARTICLE 87 OF THE CONTINUATION CLASS CODE.

Reports received by the Department from the authorities of the undermentioned nine institutions as to the operations of each Institution during the Session 1903–1904, together with Special Reports as to the character of the instruction in various Schools of Art, by Mr. Walton, R.S.A., nominated for this purpose by the Department.

		PAGES.
I.	Aberdeen Gordon's College and Gray's School of Art	893–898
II.	Dundee Technical Institute	898–899
III.	Edinburgh and East of Scotland College of Agriculture	899–903
IV.	Edinburgh Heriot-Watt College	903–909
V.	Glasgow and West of Scotland Technical College	909–920
VI.	Glasgow Athenæum Commercial College	920–922
VII.	Glasgow School of Art	923–929
VIII.	Leith Nautical College	929–930
IX.	The West of Scotland Agricultural College	930–937

NOTE.—A Minute regulating grants to the newly established Aberdeen and North of Scotland College of Agriculture, has been approved

Further detailed information may be found in the various Calendars and Reports issued by the Governors of these Institutions.

REPORTS RECEIVED BY THE DEPARTMENT ON THE WORK OF THE SESSION 1903-1904.

I.—ABERDEEN GORDON'S COLLEGE AND GRAY'S SCHOOL OF ART.

(REPORT BY THE HEAD MASTER).

The Central Institution includes the Day Classes in the School of Art and the Evening Classes in the School of Art, combined with the advanced Evening Classes in Gordon's College, and is conducted in accordance with the terms of a Special Minute under Article 87 of the Continuation Class Code. In consequence of the arrangement come to in June, 1903, with the Scotch Education Department and the School Board of Aberdeen, as to carrying on the Evening Classes of the city on a common plan, Elementary Classes in Commerce, Science, and Art are provided for in the Board's Schools, and Intermediate Classes in Gordon's College and the High School for Girls. For all these the School Board undertake responsibility while the Governors became Managers of a school devoting itself entirely to the advanced stages of Literature, Commerce, Science, and Art.

i.—DAY CLASSES—GRAY'S SCHOOL OF ART.

Two years ago a scheme of reorganisation was adopted for these classes, whereby the course of study was to extend over four years, the average length of session being not less than forty weeks (exclusive of vacations) of thirty hours per week. Naturally the reorganisation has become only partially effective at this date, and for session 1903-4 the students were grouped in two classes—a First Year's Class and a Second Year's Class—with a few more advanced students attending for the study of Life Drawing, Modelling, and Design

The number of students taking the work of the first year, wholly or partially, during session 1903-4 was 29, and of the second year 25. At the close of the session Certificates are awarded to students who have satisfied the conditions of attendance and progress. In February last the School was visited, at the request of the Department, by E. A. Walton, Esq. A.R.S.A., who examined the work of both Day and Evening Classes. In his report Mr. Walton commended the general plan of studies, and the energy and alertness of the teachers and the students. He also made many suggestions, including increase of teaching power and extension of time for Life Studies. Both these suggestions have been adopted, and will be carried out in session 1904-5. Arthur E. Payne, A.R.C.A., has been appointed to the special department of Design, and the time to be given to Life Studies will be extended from four to twelve hours per week.

ii.—EVENING CLASSES—GORDON'S COLLEGE AND GRAY'S SCHOOL OF ART

The main principle underlying the organisation of these classes is to provide courses of study directly related to the principal branches of industry and commerce carried on in the City of Aberdeen, and only those students are admitted who have passed successfully through the elementary and intermediate stages of their subjects, or who had attained such proficiency in Secondary (Day) Schools as qualified them to take advantage of the advanced work of evening classes. In addition to commercial

courses, the following industrial courses were established:—Mechanical Engineers, Electrical Engineers, Civil Engineers, Architects, Builders, Stonecutters, Wood Carvers, Painters and Decorators, Lithographers and Engravers, Plumbers, Chemists, Road Carriage Builders, with, in addition, a Pure Art Course for general students. There were also established Saturday classes as follows:—Painting for general students, and Classes in Drawing and Experimental Science for teachers and pupil teachers in Elementary Day Schools. The total enrolment for Evening and Saturday Classes was 781. The average attendance for November was 646, for December 600, for January 556, for February 557. The total number of individual students was 600, of whom 350 attended 75 or upwards per cent. of the possible hours of attendance in one or more subjects. At the close of the session certificates were awarded to students who had satisfied the conditions of attendance and progress. The certificates bear the stamp of the Scotch Education Department, and are of two grades—first and second class—according to the proficiency of the student. It seems desirable to raise the standard for a first class certificate. The Teachers' classes in Experimental Science and Drawing were specially examined by officers of the Department.

The Summer session Art Classes opened on April 11th, and continued for ten weeks. The subjects were Nature Study and Outdoor Sketching, Design (Granite Cutters), Design (Painters), Landscape Painting, Drawing, and Painting from Life. 145 students were enrolled, and the attendance was remarkably good.

Under their new constitution as Managers of a Central Institution, the Governors may award Diplomas and Honours Certificates to students completing recognised courses of instruction. The Scotch Education Department will meantime approve of the award of Diplomas and Honours Certificates to the following classes of students:—

1. Diplomas.

(School of Art—Day Classes.)

1. Students who have completed successfully the full curriculum of the School, extending to four years.

2. Students who at entrance to the School are found equal to the work of the first year, or of the first and second years, and who complete successfully the remainder of the School curriculum.

3. Students who have in the Evening Classes of the School given proof of marked ability, and who, having been especially selected for admission to the last year of the course, complete satisfactorily the work of that year.

Note.—Candidates, in addition to their general Art training, must have specialised in some particular department of work (*e.g.*, Drawing and Painting, Design, Modelling, &c.).

2. Honours Certificates.

(College and School of Art—Evening Classes.)

1. Students who have completed successfully a full course of instruction extending to four or five years, in a group of subjects related to some branch of industry or commerce, as set forth in the Prospectus for Session 1903-4 (pp. 26-39).

2. Students who, before leaving a Day School, have attained a standard equal to the first, second, or third year of the course, and who complete the remaining subjects and stages in Evening Classes.

Some time must necessarily elapse before the arrangement for the issue of Diplomas and Honours Certificates can be carried into effect, but the possibility of earning these awards has already created considerable interest. There are already at least seventeen students in the Day Classes of

the School of Art who intend to become at the proper time candidates for the Diploma. The Department will recognise the holders of Diplomas and Honours Certificates as qualified to teach the subjects embraced in their respective courses.

In the course of session 1903-4, a scheme of Free Places and Scholarships was drawn up, and awards made applicable to session 1904-5. The purpose of the scheme is to provide against loss of good students at too early a stage of training, and to retain in the institution students of special promise. The free places and scholarships have been awarded to the most distinguished students who have made not less than 75 per cent. of the possible hours of attendance during session 1903-4. The merit of students has been assessed, not by any single or special test, but by the work of the session as a whole. The following is an outline of the scheme of Free Places and Scholarships to be held in session 1904-5.

(1) Free Places.

(*a*) *Gray's School of Art—Day Classes.*

(*a*) Two free places to students passing from the first year to the second year.

(*b*) Two free places to students passing from the second year to the third year.

(*b*) *Gordon's College and Gray's School of Art—Evening Classes.*

(*a*) Fifteen free places to the most successful students attending the classes of Freehand and First Stage Modelling (Stonecutters' course), to be held in attendance at the classes of Drawing and Modelling (third year of course) in Gray's School of Art.

(*b*) Fifteen free places to be awarded to the most successful students attending the class of Freehand (Painters' and Decorators' course), to be held in attendance at the classes of Drawing and Designing (third year of course) in Gray's School of Art.

(*c*) Fifteen free places to be awarded to the most successful students attending the first year of the Pure Art course, to be held in the second year in Gray's School of Art.

(2) Scholarships.

Thirty-five Scholarships to be allocated as follows:—

Engineers	4th year	6 of £2 each
Builders	3rd „	6 of £2 „
Stonecutters	3rd „	6 of £2 „
Stonecutters	4th „	4 of £3 „
Woodcarvers	3rd „	3 of £2 „
Painters and Decorators	3rd „	6 of £2 „
Pure Art	2nd „	4 of £2 „

The new system of Evening classes, so far as can be gathered from a year's experience, appears to work smoothly and satisfactorily. Elementary and intermediate classes are adequately provided for, and the College and the School of Art are reserved for strictly advanced classes. Nineteen new classes of an advanced character have been created. Of these fourteen are in stages of Commercial and Science subjects not hitherto reached, and five are new, viz.:—Geology and Mineralogy, Surveying, Geodesy, Theory of Structures, and Naval Architecture.

GRAY'S SCHOOL OF ART.

Day Classes.

Curriculum.

First Year.

1. Nature Study, with Outdoor Sketching	12 hours per week
2. Drawing and Shading	5 "
3. Geometry	1 hour per week.
4. Modelling	6 hours per week.
5 Painting	6 "
Total	30 hours per week.

Second Year

1. Nature Study, with Outdoor Sketching	4 hours per week.
2. Design (Study of)	4 "
3. Historic Art	2 "
4. Modelling	6 "
5. Painting	6 "
6. Drawing from Antique	6 "
7. Drawing from Life	2 "
Total	30 hours per week.

GORDON'S COLLEGE AND GRAY'S SCHOOL OF ART.

Evening Classes.

Courses of Instruction.	Class Enrolments.
I. Commercial Courses	77
II. Industrial Courses:	
1. Mechanical Engineers	140
2. Electrical Engineers	21
3. Civil Engineers	52
4. Architects	43
5. Builders	33
6. Stonecutters	59
7. Wood Carvers	30
8. Painters and Decorators	21
9. Lithographers and Engravers	7
10. Plumbers	6
11. Chemists	6
12. Road Carriage Builders	6
13. Naval Architects	22
III. Pure Art Course	155
(Including Students of Life and Antique in other Courses.)	

IV. Saturday Classes.

Painting (General Students)	22
Pupil Teachers	38
Assistant and Certificated Teachers	52

V. SUMMER SESSION.

Subjects of Instruction.	Class Enrolments
Design (Decorators)	21
Design (Stonecutters)	24
Drawing from Life	9
Landscape Drawing	17
Nature Study	74

(*a*) COMMERCIAL COURSES (Fourth Year of Courses).

	Hours per Week.
1. Arithmetic and Algebra	1
2. Book-keeping	1
3. Commercial History and Geography	1
4. English	2
5. French	2
6. German	2
7. Latin	2
8. Shorthand	4

(*b*) INDUSTRIAL COURSES (Advanced Stages of Science and Art).

Applied Mechanics	4
Architecture (Design)	4
„ (History)	2
Building Construction	2
Carpentry and Joinery	4
Chemistry	3
Design	8
„ (Stonecutters)	4
„ (Decorators	4
Drawing from Antique	10
Drawing from Life	12
Electric Lighting	1
Geology and Mineralogy	1
Geodesy	1
Magnetism and Electricity	2
Machine Design	4
Modelling	10
„ (Life)	4
Nature Study	8
Naval Architecture	2
Practical Mathematics	4
Practical Geometry	2
Plumbers' Work	2
Road Carriage Building	1
Steam	4
Structures (Engineering)	2

SATURDAY CLASSES.

Painting	2
Pupil Teachers' Drawing Classes	4
Teachers' Drawing Class	3
Teachers' Science Class	3

Pupil Teachers' Classes were continued till middle of June.

SUMMER SESSION—(Art).

Design (Decorators)	4
„ (Stonecutters)	4
Drawing from Life	4
Landscape Drawing	Two Afternoons
Nature Study	4

INDIVIDUAL STUDENTS.

(*a*)	*Gray's School of Art.*	
	Day Classes	42
(*b*)	*Gordon's College and Gray's School of Art.*	
	Saturday Classes for Teachers and others	106
	Evening Classes	493
	Total Winter Session 1903-04	641
	Gray's School of Art.	
	Summer Session 1904 (Evening)	145
	Grand Total	786

CERTIFICATES.

Twenty pupils attending the Day Classes were awarded 108 First Class and 5 Second Class Certificates, and 315 students of the Evening Classes secured 298 First Class and 125 Second Class Certificates.

II.—DUNDEE TECHNICAL INSTITUTE.

The Managers of the Technical Institute beg to lay before My Lords of the Education Department the following report of the work of the Institute during Session 1903-04:

The number of students enrolled last session was 1004 and classes were held in the Institute Buildings, the rooms rented in the Young Men's Christian Association Buildings, Constitution Road, and in Dudhope Castle, and the classes in Chemistry and Electricity were taught in the classrooms of University College.

The occupations of the students may be given roughly as follows:—

500 were engineers, including mechanical and electrical engineers, mill mechanics, and others engaged in working iron.
250 were apprentices in the building trades, including joiners, masons, plumbers, cabinet-makers, and architects.
150 were engaged in jute manufacture and
100 had various occupations such as druggists, telegraphists, and teachers.

The students were men, with the exception of a few women who attended the drawing classes and the classes in wood-carving and botany.

In conducting the classes the teachers were again instructed to utilise as many practical details connected with the occupations of the students as possible in the subject matter of their lessons. For example: In the mensuration classes for engineers, the problems were made to relate to the weights and sizes of plates of metal and parts of machines, while the builder's calculations dealt with masonry and beams of timber. Those in the geometry classes for engineers were describing the curves of a fly-wheel, while the builders were tracing a gothic window, and the engineers were taught to sketch by drawing bolts and nuts and screws, while the joiners drew mouldings and window frames. Thus, from the beginning of their work at the Institute, the students were dealing with objects which interested them, they were pleased with their work and the teachers have no complaints about inattention or want of discipline.

The arrangement of the classes for various trades in courses of study has also shown very good results and the students start without demur to the work planned out for them. This is seen most clearly in the courses which include mensuration, mathematics and mechanics. A few years ago only a small number of students attended these classes, but now that the teaching is given a practical aspect and is part of a course, over 200

students take mensuration and a still greater number take mathematics and mechanics. A large attendance at these classes is very gratifying, as the students there obtain the instruction which is absolutely necessary for the comprehension of the higher work in engineering.

In the opinion of the teachers, the students are now coming to the classes better prepared than was the case a few years ago, and they are able to do higher work and to express their thoughts better. There are still, however, a number who are sadly deficient in the ability to write an exercise or the description of an operation in even tolerable English.

While the work of the Institute is being done in a creditable manner, the unsuitable and inadequate accommodation, and the distribution of classes in different parts of the city, greatly hinders progress, discourages the teachers and renders co-ordination difficult. There can be no further development with the present accommodation and little further improvement of the work. We have a band of earnest and hard working students, a set of teachers who are capable practical men, and what is required is a new central school where scope may be found for the carrying on of the classes with comfort and modern efficiency.

It is now the custom to issue Class Certificates to the students for the work done during the course of the session, but the best students still try the external examinations of the City and Guilds of London and the Board of Education. The results of these examinations makes it possible to estimate the proficiency of our students when compared with others in similar institutions throughout the country.

At the examinations conducted at the end of last session the following awards were obtained :—

1 National Bronze Medal and 1 National Book Prize for Art, 2 King's Prizes for Design, 1 Art Teacher's Certificate, and 164 Advanced Stage Certificates in Art and Science subjects.

From the City and Guilds of London there came 2 Silver Medals, 2 Bronze Medals and £8 in money and 96 Certificates of various grades in Technological subjects. One student gained a Scholarship of the Drapers' Company of London for Textile work, of £60 per year for two years, and another student obtained a £10 Drapers' Company's Exhibition.

Other successes were obtained at the examinations of the Worshipful Company of Plumbers and the examinations for Sanitary Inspectors.

The Institute is free from debt, and the income for the session was sufficient to cover the expenditure.

III. Edinburgh and East of Scotland College of Agriculture.

Report on Work done from May 1903—May 1904.

The organisation of this College is gradually being developed. An important step has been taken in the purchase of central premises at George Square where it is proposed after building and alterations to conduct most of the central classes. A Lecturer in Horticulture has been engaged to devote his whole time to the work of the College, and the death of Dr. Aitken has necessitated the re-consideration of the arrangements for Agricultural Chemistry and it is proposed to engage a lecturer in this subject whose services will be wholly at the disposal of the College and for whom suitable laboratories will be equipped in the new buildings.

The following were the enrolments in the various central classes :—

Day Classes.

Agriculture and Rural Economy	44
Colonial and Indian Agriculture	24
General Chemistry (First Year's Course)	15
General Chemistry (Practical)	15
Mensuration and Land Surveying	8

DAY CLASSES—*continued.*

Handicraft	13
Botany (Lectures and Practical)	20
Natural History (Zoology)	12
Geology	9
General Chemistry (Second Year's Course)	8
General Chemistry (Practical)	8
Agricultural Botany (Lectures and Practical)	13
Agricultural Chemistry	10
" " (Advanced)	1
" Engineering (Lectures and Practical	3
Veterinary Science	7
Bacteriology	9
Bookkeeping	4
Forestry	11
Economics	3
Agricultural Entomology	21
University Lectures in Dairying	2
Laws of Landlord and Tenant	9
Total Class Enrolment	269
Number of Students	60
Central Farmers' Class	13
Total Number of Day Students	73

EVENING CLASSES.

Agriculture (Elementary)	4
" (Advanced)	33
Agricultural Chemistry (Lectures)	20
" " (Practical)	23
Veterinary Science (Horses)	28
" " (Cattle)	34
Agricultural Natural History	20
Horticulture	10
Total Class Enrolments	214
Number of Students	129
Total Number of Students attending Central Classes	202

During the Session 1903–1904 nine students qualified for the Degree of B.Sc. in Agriculture, and one took in addition the National Diploma in Agriculture.

TEACHERS' CLASSES UNDER ARTICLE 91 (D) SCOTCH CODE.

Classes for Teachers have been conducted as follows :—

At Edinburgh, during July and August, Vacation Courses were conducted in Nature Knowledge (78 hours) attended by 19 students, and in Land Surveying (48 hours), attended by 14 students.

A Two Years' Course in Nature Knowledge is at present being conducted at the Royal Botanic Garden, attended by 76 students. The class meets in two divisions for three hours on one Saturday in each month.

By arrangement with the Peebles County Council a class in Nature Knowledge was conducted in Peebles from January to July (52 hours) and was attended by 43 students.

By arrangement with the Selkirk County Council a class in Nature Knowledge is at present being conducted at Selkirk, meeting every alternate Saturday for three hours. The Course is being attended by 26 students.

County Work Department.

Extension Lectures.

During the Session 317 lectures were delivered, most of them in short courses of four to six lectures, and the total attendance made amounted to 15,265 or an average of 48 at each lecture.

Details of these lectures are given in the College Calendar.

Systematic Instruction in Agriculture.

Evening Classes for Sytematic Instruction in Agriculture, according to a Syllabus, which has been approved by the Scotch Education Department, were conducted during the winter session at the following eighteen centres :—

First Year's Course.

Centre.	Number of Meetings.	Number Enrolled.
Balcurvie	13	22
Duns	13	29
Inveresk	13	45
Jedburgh	13	50
Monikie	15	2
Reston	13	30
Yetholm	13	33

Second Year's Course.

Centre.	Number Meetings.	Number Enrolled.
Aberlemno	9	42
Alloa	13	33
Bathgate	13	15
Blairgowrie	13	17
Glamis	9	44
Haddington	13	23
Kirkcaldy (High School)	14	6
Linlithgow	13	23
Lundie	9	43
Milnathort	13	18
St. Vigeans (Arbroath)	9	18
Total		513

Systematic Instruction in Forestry.

Classes in this subject were conducted at the following centres :—

Centre.	Number of Meetings.	Number Enrolled.
Kirkcaldy	11	34
Cupar	11	69
Earlston	12	54
Total		157

Instruction in Dairying.

Courses of Instruction in Buttermaking and Dairying continued with Instruction in Poultry Keeping were conducted for three weeks at each of the following centres :—

The pupils were examined at each centre at the close of the course and certificates granted according to the proficiency shown. This branch of the College work is becoming increasingly popular in the associated counties.

	No. of Pupils.
Berwick—	
Gavinton	10
East Lothian—	
East Linton	8
Garvald	10
Haddington	11
Mid-Lothian—	
Balerno	4
Rosewell	9
Edinburgh (six classes)	70
Perth—	
Blairgowrie	12
Clunie	12
Kirkmichael	11
Roxburgh—	
Morebattle	13
Newcastleton	15
Yetholm	23
West Lothian	
Whitburn	10
Uphall	16
Bo'ness	12
Total number of pupils	246

Advisory.

During the year the work in this department has very considerably increased, as a direct consequence of the work done in the counties. Numerous letters of inquiry have been submitted to the staff. In addition to the courses of instruction in Nature Knowledge for Rural School Teachers, advice and assistance in laying out school gardens and plots have been given in several cases ; and with the appointment of a Horticulturist to the staff, it is intended to develop the work just commenced in this branch.

Experiments.

The experiments conducted during the year were as follows :—

1. Grass Experiments-Seeding for Temporary Pasture.—Bulletin II issued by the College gives full particulars of the progress of this experiment, and also the results of manuring on the hay crop in 1903.

2. Charlock Spraying Demonstrations.—Reported on in Bulletin III.

3. Sheep Feeding Experiment.—Reported on in Bulletin IV.

4. Cattle Feeding Experiment.—Reported on in Bulletin IV.

5. Experiment to Test Different Varieties of Swedes for.—(1) Yield. (2) Quality. (3) Freedom from Disease.

6. Manuring of Swedes.

7. MANURING OF YELLOW TURNIPS.
Reports on 5, 6 and 7 will be issued after the results of the present season are obtained.

8. MANURING OF RASPBERRIES.—To extend over several years.

9. ROTATION EXPERIMENT IN LIMING.—Will not be completed till 1907.

10. CONTAGIOUS ABORTION AMONG COWS.—Still in progress.

The following experiments are in progress or being arranged for:—

1. GRASS EXPERIMENTS BEGUN IN 1902.—(*a*) In Fifeshire (3 centres).

Different mixtures of seed to lie down for three years, cut in the first year and grazed in the second and third. The objects are to test the effect of replacing part of the rye-grass in the farmers' ordinary mixture by deep-rooted permanent grasses and other forage plants. The plots are being grazed this season.

(*b*) In Kinross-shire (1 centre).

Different mixtures of seeds to lie in grass for five or six years, with the aim of finding a suitable mixture for this purpose, special attention being paid to the deeper rooted forage plants.

This season the plots, which are two acres in extent, have been fenced, and are being grazed by sheep.

2. TO TEST DIFFERENT VARIETIES OF SWEDES (3rd year).—For cropping power, quality, and freedom from disease (10 centres).

3. MANURING OF SWEDES.—To test the effect of artificial manures along with dung, and also the best source of phosphoric acid (10 centres).

4. MANURING OF TURNIPS.—To test the effect of Ground Lime and artificial manures (5 centres).

5. MANURING OF RYEGRASS AND CLOVER HAY.—To test the effect of different dressings of nitrogenous manures with and without phosphates and potash (21 centres).

6 ROTATION EXPERIMENT IN LIMING.—To test effect of lime on finger and toe disease in turnips, begun autumn 1902 (2 centres).

7. EXPERIMENT WITH VARIETIES OF POTATOES.—To test new varieties (3 centres).

8. MANURING OF RASPBERRIES (1 centre).

9. CONTAGIOUS ABORTION.—To test Professor Nocard's recommendations for contagious abortion among cows (1 centre).

10. SHEEP-FEEDING EXPERIMENT.

11. CATTLE-FEEDING EXPERIMENT.

IV.—EDINBURGH HERIOT-WATT COLLEGE.

(REPORT BY THE PRINCIPAL).

The numbers attending the Evening Classes during the Session which has just finished were 3,953, as against 3,949 in the previous Session, being practically the same. This, however, shows a real increase, as the Entrance Examination to certain of the Evening Classes was made much more severe last Session, with the result that over 100 intending students were refused admission, and advised to attend the Evening Continuation Classes

held by the School Board. The Elementary Arithmetic Class was also abolished this Session, accounting for other 125 students, so that altogether 225 students have been cut off from the Elementary Classes.

With a view to making this Entrance Test still more effective in the future, and avoiding the awkwardness of students paying their fees and then being refused admission to the class, it has been decided to devote a week to the Entrance Examination for the classes affected before the commencement of next Winter Session.

The fees taken for the Evening Classes amounted to £1,694 2s., as compared with £1,714 2s. for the Session previous.

The Day College shows a marked increase in the number of students. the numbers being 223, as compared with 179 for the Session 1902–1903, The improvement in the Day College is, however, more clearly shown by the increase in fees, the amount taken this year being £1,572, as compared with £1,079 for last Session. This is due to the fact that a much larger percentage of students are taking out a complete course of instruction in Engineering and Chemistry, instead of taking occasional classes. The total increase in fees from the Day and Evening Classes over the sum obtained for last Session is £473.

In the Evening Classes, the most marked new feature has been the opening of new classes and the development of old ones, this having been made possible by the increased grant which we now have from the Scotch Education Department and from the Town Council. The increased staffs in the Engineering, Electrical, and Chemical Departments have resulted in developing in more detail the work in the Evening Classes, and the College is already benefiting. But the results of these developments will be more clearly shown in the coming Winter Session, when several new classes will be started, dealing with special subjects in connection with Engineering, while higher work will be done in the Electrical and Chemical Laboratories. Another result of these developments is that the Governors will be able to offer an Evening Certificate in the subject of Civil Engineering, in addition to those already offered in Mechanical and Electrical Engineering. This we could not do formerly, as we had not got the classes necessary for the complete training of the Civil Engineer. I may add here that the laboratory work in the Engineering Department has undergone considerable development this Session.

Besides the improved work in the departments of Mechanical Engineering, Electrical Engineering, and Chemistry, the following new classes were started, viz., a class in Fermentation, a class in Materia Medica for druggists' assistants, a class in Paper Manufacture, and a class in Gas Manufacture—this being a revival of a class for those employed in the Gas Works in Edinburgh and vicinity—and classes in Woodcarving and Bookbinding. Although the numbers attending these classes are necessarily not very large, the results obtained have been on the whole satisfactory. The work from the Woodcarving and Bookbinding classes shown at the Exhibition of Work was generally admired, while the classes in the other subjects have been regularly attended by students requiring special instruction of the nature given.

Another new feature this Session was the Exhibition of Work, to which reference has already been made. The Governors who saw this Exhibition of Work done by the students in the various departments of the College were very well pleased with the display. It might very well be made an annual feature, as besides being of interest to the general public, it helps to attract students to our Art and Trade Classes, while at the same time it encourages the students who are in attendance at these classes to do their very best.

The Art Department also shows a gratifying increase in numbers. The number of students at the Evening Art Classes was 403, and at the Day Classes 49, an increase of 82 over last year's total of 370. The Department's Inspector—Mr. E. A. Walton, A.R.S.A.—has made a most satisfactory report on the accommodation and instruction given. The special facilities offered by the Governors, and the splendid accommodation provided seem to be gradually becoming known.

It may be said of the Evening Classes as a whole that the standard of work is still rising, and that the influence of the Entrance Test, although very lightly applied at first, is telling steadily in favour of better work.

Under the arrangement with the School Board, Mr Robertson and myself made an examination of the School Board Evening Classes, the results of our enquiries being incorporated in the Report which has already been before the Governors. A certain number of students will be entering the advanced classes of the College under this joint arrangement, which will certainly assist the School Board Evening Classes by giving them a definite Standard to work up to, and it will also assist the College by sending us students who we know have been through a thorough preliminary training, and it is also a step forward in the direction of the co-ordination of education, which is the crying need of the day.

In the Day Engineering College the first examination for the Diploma under the new conditions has been held. Six of our third-year students sat for the examination, and five have passed. The external examiners—Mr. Mavor, Glasgow, and Professor Beare—had the questions set and also the worked papers submitted to them. These gentlemen expressed their satisfaction with the standard of work required and the results obtained. Doubtless the number of students sitting for the Diploma will increase in future years, but it is gratifying to have obtained this number of candidates so early in the history of the new Diploma.

Had it not been for the increased Staffs, it would have been impossible to have carried on efficiently the higher instruction required this winter session in the training of our third-year students. One of the third-year students who have passed the Diploma Examination is Alexander Gray. It may be remembered that last year he was a Whitworth Scholar, carrying off one of the four Whitworth Scholarships offered for competition in Great Britain. This year he has taken his B.Sc., in Engineering at the University, and has also been awarded one of the Vans Dunlop Scholarships. He is an old Heriot School boy, so that his successful career reflects credit both on the School and on the Engineering Department of the Heriot-Watt College.

Last summer a new departure was made in opening a Summer Course in the workshops for Engineering students, and in opening the laboratories in the summer in order that the more advanced students might continue their work. Last Summer Session, the total number who took advantage of the Summer Course was 22, while the number in attendance at the Summer Courses which are at present going on is 50, of whom 34 are taking Workshop Practice, and 16 are doing work in the Engineering, Physics, and Chemical Laboratories. The amount taken in fees for the Summer Session has increased from £46 last year to £113. The number now attending the Chemical Laboratories is a very gratifying feature, as they are all advanced students, and among them are to be found the first of our students of Brewing, who are going through a two months' course under Dr. Westergaard on the properties and nature of yeasts and other forms of life which enter into the process of Brewing.

The new lathe which the Governors have purchased for the Engineering Department is now running, and has been fitted up entirely by the workshop students in the Summer Course.

With reference to the arrangement with the University, I have to report that 15 students came to the College during the winter, paying in fees a total of £56 14s. while 17 of our students attended Professor Beare's lectures, paying a total in fees of £35 14s. This arrangement continues to work very well, and promises to be of much mutual benefit to the two institutions.

One very interesting feature of this year's work in the Day College has been the introduction of students from the Evening Classes, under the scheme founded by the Town Council and the Scotch Education Department. By this scheme 10 scholarships of £40 each are given annually to deserving students of the Evening Classes to enable them to carry on their studies at the Day College. The scholarships were not awarded as the result of a special examination, but wholly on the record of the work done

by those students who sent in applications, and the scholarships were given to students for whom a scholarship of this kind was an absolute necessity, if they were to continue their studies at the Day College. I am glad to be able to say that in every case good use has been made of the scholarships, the reports from the professors as to the attendance and work of the scholars being without exception most satisfactory. After careful consideration, it has been decided to continue these bursaries for another year in the case of six of last year's scholars, and to give four to Evening students who are coming to the Day College for the first time next winter.

The arrangements with various firms for a joint system of apprenticeship combined with the work in the College are gradually extending. Messrs. Mavor & Coulson, Ltd., Electrical Engineers, Glasgow, and Messrs. David Rowan & Co., Marine Engineers, Glasgow, have agreed to allow us to put a notice in the Calendar intimating an arrangement between them and us similar to the arrangements we have already made with firms in Edinburgh.

Messrs. Campbell, Hope & King, Ltd., whose premises adjoin the College, have made an arrangement with us in regard to Brewing apprentices, which will enable something like a complete scheme for the education of Brewers to be offered for the first time in Edinburgh.

The arrangement made with the Gas Commissioners falls to be mentioned here. By this arrangement students at our Chemistry Department will have the advantage of two periods of training in the Corporation's Gas Works at Granton — one period of 4 months, and another of 12 months—by which the students will be enabled to complete their training as technical chemists. Doubtless this system of combining the apprenticeship with the training at the College will continue to grow, and will enable us gradually to establish a thorough and satisfactory system of training for the technical expert of the future in the various departments of commerce and manufactures.

EVENING CLASSES.

Detailed Statement of Class Entries.

Science and Technological Classes.

Machine Construction (Elem., 162; Adv., 45; Hons., 1; Paper Makers, 12)	220
Applied Mechanics (Elem., 142; Adv., 36; Hons., 14)	192
Prime Movers (Elem., 93; Adv., 33)	126
Graphics	67
Strength of Materials	22
Handicraft—Metal-Working	36
Electricity and Magnetism (Elem., 179; Adv., 34; Hons., 7; Pract. Adv., 15; Pract. Hons., 4)	239
Electrical Engineering (Elem., 138; Adv., 24; Hons., 15)	177
Telegraphy and Telephony (Ord., 25; Hons., 21; Pract., 16)	62
Physics (Elem., 29; Adv., 5; Pract., 29)	63
Chemistry—	
Theoretical Inorganic (Stage I., 56; Stage II., 30; Stage III., 11)	97
Practical Inorganic	97
Theoretical Organic	19
Practical Organic	19
Paper-making Chemistry (Theol., 12; Pract., 12)	24
Agricultural Chemistry (Theol., 20; Pract., 23)	43
Mathematics (Stage I., A, 93; B, 88; C, 64; Stage II., 63; Stage III., 25; Stage IV., 7)	340
Mensuration	58
Land Surveying and Levelling	25
Geometrical Drawing (A, 135; B, 97)	232
Practical, Plane and Solid Geometry	25
Mining (Elem., 10; Adv., 17; Hons., 1; Surveying, 13)	41

Mineralogy	8
Geology (Elem., 16 ; Adv., 17 ; Hons., 14)	47
Building Construction (Elem., 147 ; Adv., 75 ; Hons., 27)	249
Quantity Surveying (Jun., 36 ; Sen., 14)	50
Sanitary Science	103
Municipal Engineering	24
Physiology (Jun., 40 ; Sen., 15)	55
Hygiene (Jun., 43 ; Sen., 17)	60
Agriculture (Elem., 47 ; Adv., 33)	80
Veterinary Science (Cattle, 38 ; Horses, 31)	69
Natural History	20
Horticulture	12
Botany (Elem., 63 ; Adv., 22 ; Pract., 20)	105
Fermentation	13
Pharmaceutics	15
Paper Manufacture	13
Gas Manufacture	28

Art and Trade Classes.

Art Department	403
Painters' and Decorators' Work (Class A, 53 ; Class B, 43)	96
Photo-Process Work (Negative Making, 12 ; Etching, 12)	24
Bookbinding	9
Wood Carving	31
Watch and Clock Making	11
Cabinet Making	35
Plumber's Work (Jun., 71 ; Sen., 16 ; Pract., 73)	160
Carpentry and Joinery (Ord., 49 ; Hons., 16 ; Pract., 18)	83
Masonry and Brickwork (Ord., 31 ; Hons., 3)	34
Lithography	27
Total in Scientific and Technical Department	4,088

Commercial Classes.

Shorthand (Jun., A, 80 ; B, 54 ; C, 45 ; D, 31 ; Inter., A, 43 ; B, 23 ; Reporting, 45 ; Reporting Practice 24)	345
Bookkeeping (Jun., A, 58 ; B, 40 ; Sen., 31)	129
Commercial Correspondence and Précis Writing	48
Commercial Arithmetic	80
English Language and Composition (Elem., 78 ; Adv., 66)	144
French (Jun., A, 48 : B, 55 ; Inter. A, 59 ; B, 50 ; Sen., 42 ; Sen. Adv., 27 ; Commercial, 18)	299
German (Jun., 66 ; Inter., 34 ; Sen., A, 20 ; B, 13 ; Commercial, 5)	138
Spanish (Jun., 18 ; Sen., 5 ; Commercial, 2)	25
Commercial Geography	17
Economic Science	20
Commercial History	9
Practice of Commerce	47
Accounting and Insurance	17
Actuarial Algebra	46
Banking and Banking Law	8
Commercial Law	11
Lectures to Grocers	58

Literature, Music, and Languages.

English Literature and Composition	52
Latin (Jun., 50 ; Sen., 50)	100
Greek	13
Elocution (Elem., 66 ; Adv. 37)	103
Music (Jun., 71 ; Sen., 18 ; Harmony, 11)	100
Total Class Entries in Commercial and Literary Departments	1,809
Total Class Entries in Scientific and Technical Department	4,088
GRAND TOTAL	5,897

Summary.

Evening Classes.

Number of Individual Male Students	3,324
„ „ Female „	629
Total Number of Individual Students	3,953

Day Classes.

First Year Engineering Students	63	
Second Year Engineering Students	26	
Third Year Engineering Students	17	
Miscellaneous and Special Students in Engineering, Physics, Chemistry, Mathematics, etc.	33	
Agricultural Students	35	
Art Students	49	
Total Number of Individual Students		223
Day and Evening Departments—Individual Students		4,176

Summer Day College Session.

Number of Students taking Workshop Practice	34
Number of Students taking Laboratory Work in Mechanical, Electrical, and Chemical Departments	16
Total	50

Abstract of Occupations.

Young Men.

Building Trades, including Workers in Wood, etc.	311
Engineers, Blacksmiths, Workers in Metal, etc.	520
Electrical Engineers, Electricians, Scientific Instrument Makers, Watch and Clock Makers, etc.	230
Architects, Surveyors, Civil Engineers, Draughtsmen, etc.	298
Printers, Compositors, Lithographers, Engravers, etc.	122
Painters and Decorators	105
Plumbers, Gasfitters, etc.	117
Trades involving Applied Art—Jewellers, Furniture Makers, Bookbinders, Photographers, etc.	104
Chemists, Analysts, Druggists, etc.	98
Clerks in Commercial Offices	348
Clerks in Civil Service, Banks, Law, Insurance, Accounting, and Public Offices	374
Salesmen, Shopkeepers, Warehousemen, etc. (exclusive of Grocers)	159
Grocers	59
Teachers, Assistant Teachers, Pupil Teachers, etc.	88
Students (University, Training College, etc.)	92
Occupations not included in the above classes	162
No occupation stated (chiefly boys just left school)	137
Total number of Young Men	3,324

Young Women.

Printing Trades	4	
Dressmakers, Milliners, Tailoresses, etc.	14	
Clerks, Cashiers, Civil Service, etc.	148	
Saleswomen, Shopkeepers, etc.	18	
Telegraphists, etc.	11	
Teachers, Assistant Teachers, Pupil Teachers, etc.	145	
Art Decorators and Designers	18	
Students (University, Training College, etc.)	25	
Occupations not included in the above classes	16	
No occupation stated	230	
Total number of Young Women		629
TOTAL NUMBER OF MATRICULATED STUDENTS		3,953

V.—GLASGOW AND WEST OF SCOTLAND TECHNICAL COLLEGE.

New Buildings.

The erection of the first section of the new buildings has proceeded satisfactorily. The main structure is nearly completed, and the internal equipment is sufficiently advanced to permit of the occupation of a few rooms during Session 1904–5. It is hoped that the whole of this section will be available for the Session 1905–6. The Governors regret that it does not seem possible to proceed immediately with the erection of the second section, which will occupy the site of the existing buildings fronting George Street. The subscriptions to the Building Fund amount to £186,525. The cost of the first section will be £140,000, but to this sum is to be added an expenditure of £44,654 on the site, and on the purchase of St. Paul's Church which was necessary to the completion of the Building Scheme. The balance remaining is not sufficient to justify the commencement of the second section, which will cost not less than £60,000; but the Governors trust that the economical expenditure of the funds already placed in their hands will result in the contribution of additional sums sufficient to enable them to erect the whole of the buildings.

Equipment Fund.

It was estimated that the equipment of the first section would entail an expenditure of £40,000. Conditional upon a new fund of this amount being raised for the purpose, the Carnegie University Trust promised a grant of £5,000. A second grant of £5,000 from the Education Department and other subscriptions have been placed to the credit of the fund, which now stands at £18,135. The Governors hope that they will soon be placed in a position to claim the grant conditionally promised by the Trust.

The general position of the College during the past session has been fully maintained. The numbers of students were as follows:—

Numbers of Students.

Day Students	489
Evening Students, including Students of Country Classes conducted by College Lecturers	4,212

The total number of class enrolments was 7,848, and the total number of "student-hours" was 368,282. These figures are practically the same as the corresponding figures for the preceding session, and in view of recent changes must be considered highly satisfactory.

The arrangement with the Glasgow and Govan School Boards, under which the elementary evening classes in certain subjects were substantially reduced, the students being transferred to the Continuation Classes under

these Boards, had some effect upon the total number of enrolments, but this reduction in elementary work was accompanied by a satisfactory expansion of the higher classes. Another change was the transfer to the Church of Scotland Training College of the classes in Biology hitherto conducted for elementary teachers in training; these classes were carried on in the Training College last session by lecturers of this College, but the students are not included in the statistics given above.

Preliminary Examinations.

The institution of a formal Preliminary Examination in Elementary Mathematics, for evening students other than those attending Trade classes and classes in Natural Science, has been entirely successful. It was expected that the immediate effect of this innovation would be a reduction in the number of individual students enrolled as compared with last session, but the actual reduction in the total number was barely five per cent., while the standard of instruction has been raised, and the numbers of evening-class enrolments and "student-hours" have been increased.

The Preliminary Examination for day students now includes optional and more advanced papers in Mathematics and Geometry. Special arrangements will be made in the classes in these subjects for those who satisfy the examiners, and it is hoped that these papers will soon represent the minumum standard which may reasonably be required from all day students entering the College.

Rise in Standard of Instruction.

It is difficult to indicate the advance which the College has made in the standard of instruction offered, as mere numbers of students are no criterion; on the contrary, large classes are frequently held to indicate a low standard of instruction. One fact may be referred to as proof that such an assumption, in the case of this College, would be erroneous; the roll of students for the past session contains the names of 105 University graduates. The majority of these are graduates of Glasgow University, but there are also representatives of the Universities of Edinburgh, Aberdeen, St. Andrews, Oxford and London. These students have not been attracted to the College by any special arrangements made in their behalf, but they were found in the laboratories and the higher classes of all the principal Departments. A similar indication is given by the list in the Calendar (pp. 194–210) of appointments held by Associates and other former regular students of the College; past students are now to be found occupying high positions in all parts of the world, many of which have been reached in a very short time after the completion of the College course.

Recognition of Mining Course by Secretary of State.

The course of study for the Diploma in Mining has been recognised by the Secretary of State under the Coal Mines Regulation Amendment Act, 1903. This Act provides for the substitution of an approved course of study in a recognised University or College for two of the five years' apprenticeship in a mine required under the Coal Mines Regulation Act, 1887. This College is one of the few institutions which have been recognised by the Secretary of State as fulfilling the somewhat stringent requirements laid down, but the recognition has been fairly earned in view of the efficient organisation of the Department of Mining and the character of the work carried on for a number of years past.

School of Architecture.

A Joint-Committee, representing the College and the Glasgow School of Art, have conducted negotiations during the session with a view to the complete utilisation of the resources of both Institutions in the maintenance of an efficient School of Architecture. These negotiations have been satisfactorily concluded and a joint-curriculum has been agreed upon which provides for a course of study extending over three sessions in day classes, or, alternatively, a course extending over five sessions in day and evening classes, and leading to a Joint-Diploma in Architecture to be issued by the two Institutions. The Professor of Architecture and Building Construction in the Technical College and the Director of Architecture in the School of Art will be responsible for the architectural instruction to be given. It was thought, however, that the object in view would be best attained by the appointment of a highly qualified architect as Visiting Professor, who would form a strong connecting link between the two Institutions, and

give valuable assistance in co-relating and harmonising the whole of the classes forming the courses of study. The Joint-Committee have been fortunate in securing the services of Mr. Eugène Bourdon in this capacity. Mr. Bourdon is a Bachelier ès Lettres of the Sorbonne, an Architect Diplomé of the French Government, and Laureat of the Société Central des Architectes. He had a very distinguished career as a student, and has since been engaged on important commissions in Paris and New York.

The Industrial Arts Department, with the exception of the classes in Lithography, has been incorporated in the re-organised Department of Architecture, and Mr. Lewes R. Crosskey, the former Director of the Industrial Arts Department, has been transferred to the Administrative Staff as Superintendent of Trade classes in the Departments of Architecture and the Printing Trades.

New Classes.

In addition to the classes announced in the Calendar, other classes in Optics, in Zoology, and an Evening Summer Course in Practical Physics were arranged in response to demands for instruction in these subjects. A special course of lectures on "Tanning" was given by Professor Proctor, F.I.C., Yorkshire College, Leeds, and was attended by 118 students, drawn from practically all the branches of the leather industries carried on in the neighbourhood. A new departure was also made by the establishment of a vacation day course in Practical Physics, extending over three weeks, designed for acting teachers who required a training in laboratory methods to equip them for the direction of the school laboratories which have recently been added to many of the Secondary Schools in Scotland. This course was attended by teachers drawn from a wide area—from Sutherlandshire in the north to Dumfriesshire in the south. The experiment has proved an unqualified success in the opinion of the Education Department's Inspectors as well as of the students, and the Governors will be justified in making provision for other similar courses in the near future.

A number of additional classes have been arranged for next session in several of the Departments. In Technical Chemistry new courses will be given upon Fuels; Drying, Distillation, and Evaporation; Oils and Fats, and on Gas Manufacture. The Professor of Metallurgy will give a special course on the Clay Industries. The Department of Engineering Drawing has been reorganised, and special provision has been made for students in Naval Architecture, and for Drawing and Lecture classes working in conjunction with the courses in Mechanics. In the Department of Civil Engineering, Mr. Dugald M'Lellan, of the Caledonian Railway Company, will give a course upon Railways and Roads, and Mr. Gilbert Thompson a course on Water Supply and Sewerage. In the Department of Prime Movers special courses on Steam Engines for Power Stations, on Steam Turbines, on Locomotive Engine Design, and a full course on Marine Engine Design in continuation of the very successful short course held last session, have been arranged. In the Department of Electrical Engineering a practical course on the construction and adjustment of Electrical Instruments will be given. In the Department of Mining a new series of Saturday classes for miners will be provided for country students who are unable to attend the ordinary evening classes. The classes in Bootmaking have also been extended.

Printing Trades Department.

The classes in Lithography have been incorporated in a new Department devoted to the Printing and Allied Trades. The hearty co-operation of the newly constituted Committee in charge of this Department has led to the establishment of a complete series of lecture courses and practical classes in Lithography, Typography, and Bookbinding. A very full equipment has been provided, including a lithographic reducing and enlarging machine, a demy lithographic machine, eight small lithographic presses (one of which was presented by Mr. R. M. Steven), a cylinder printing machine, a crown folio platen printing machine, a Columbian press (the gift of Mr. John Anderson), a case equipment for twelve compositors, and sets of bookbinder's ploughs and tools for fourteen students working at one time.

Governors. The only change in the Board of Governors was caused by the resignation of the Rev. D. Millar, M.A., D.D., who has represented Hutchesons Educational Trust on the Board for the last seventeen years. The Trust have appointed ex-Bailie James Steel as Dr. Millar's successor, an appointment which the Governors have cordially approved.

Reorganisation of Committees. The most marked change in the internal administration of the College has been the reorganisation of the Committees. The Standing Committees are now the following:—(1) Finance and Property; (2) Mathematics, Natural Philosophy, and Natural Science; (3) Chemistry; (4) Engineering; (5) Architecture; (6) Allan Glen's School. There are also Trade Committees on (1) Plumbing Classes; (2) Sheet Metal Classes; (3) Bakery School; (4) Printing and Allied Trades. In addition to these Committees, the Chairman's Committee, consisting of the Chairman, the ex-Chairmen, the Conveners of the Standing Committees, and a member specially representative of the Committees on Trade Classes, will review the proposals of all Committees, and make such recommendations to the Governors as seem desirable in the interests of a consistent policy and the harmonious working of the whole College. The Committees directly connected with any of the professions and trades consist in part of prominent members of such professions and trades who, in view of their special qualifications, have been invited by the Governors to accept seats; it is believed that these Committees will be of great value in adapting the College work to the needs of the industries of the district.

Board of Studies. Professor Magnus Maclean, M.A., D.Sc., was appointed Chairman of the Board of Studies, in succession to Professor G. A. Gibson, M.A., F.R.S.E., and Mr. Peter Bennett was reappointed Honorary Secretary.

Revision of Courses of Study. During the session the Board have been engaged on the revision of the courses of study for the Diploma and for the College Certificate, with a view to their adaptation to the extended curriculum which the College now offers. The courses for the Diploma in Engineering have been slightly modified, but the principal change was made in the course for the Diploma in Chemistry, which has now been extended to cover a period of four full sessions. The courses for evening students have been arranged in three groups, leading to certificates in Mathematics and Physics, in Chemical Science, and in Engineering Science. Each of these courses extends over six winter sessions, but attendance at the more junior classes will not be required if students give evidence of having received equivalent instruction elsewhere. Those who have attended the first four years of any of the courses will be competent to enter upon the corresponding second year's day course for the Diploma, and those who have completed the whole course of six winter sessions will be qualified for admission to the third year's course for the Diploma.

Bursaries for Evening Students. With a view to the encouragement of students who have taken full advantage of the evening classes, the Governors have arranged to grant free admission to the day diploma classes to such as have completed either a four-years' or a six-years' course. Probably all the students who complete the six-years' course will be apprentices or journeymen in receipt of wages; in order to assist such students to overcome the difficulties attendant on the giving up of their present means of livelihood, the Governors will be prepared to consider favourably the granting to each such student a Bursary of £25, as well as free admission to the third-year's day classes necessary to his completion of the Diploma Course.

Changes in the Staff. The session has been marked by the retirement of two senior members of the staff—Professor W. T. Rowden, B.Sc., A.R.S.M., and Professor Alex. MacLay, B.Sc., C.E., who have withdrawn from active association with the College after many years of zealous and well-directed effort in its behalf. The Governors have granted to Professor Rowden the title of Emeritus Professor of Applied Mechanics, and to Professor MacLay the title of Emeritus Professor of Machine Design, in token of the appreciation in which their past services are held, and of the debt which the College and the thousands of students who have passed through their Departments owe to them.

The resignation of Mr. G. F. Scott Elliott, M.A., B.Sc., caused by ill health, has also to be reported. The present satisfactory condition of the Department of Botany is due to Mr. Scott Elliot's unremitting attention to its interests, and the Governors much regret the severance of a connection which has made it possible for them to considerably extend the facilities for the study of Botany.

The acceptance of other posts has led to the resignation of Dr. Malcolm Laurie and of Dr. Peter Paterson. Dr. Laurie has filled the Lectureship in Zoology for six years; Dr. Paterson was responsible for the establishment of the classes in Bacteriology and for their successful direction during the last three sessions.

The vacancies caused by these resignations have been filled by the promotion of Mr. J. G. Longbottom, A.R.C.S., to the Chair of Mechanics; the appointment of Mr. J. H. A. M'Intyre, M.I.Mech.E., as Lecturer in Engineering Drawing; of Mr. David Ellis, B.Sc., Ph.D., as Lecturer in Botany and Bacteriology; and of Mr. L. A. L. King, B.A., as Lecturer in Zoology.

ENROLMENTS IN THE SEVERAL DEPARTMENTS OF THE COLLEGE.

Day Classes.

Departments and Classes.	Students enrolled.	Class Meetings.	Total Attendances.	Student-hours.
Mathematics.				
Lower, Junior	30	120	3,010	3,010
Upper, Junior	47	120	5,041	5,041
Lower, Senior	40	95	3,273	3,273
Upper, Senior	16	120	1,794	1,794
Summer Session	30	52	1,248	2,197
Natural Philosophy.				
Theoretical Mechanics	73	48	3,111	3,111
Experimental Physics, Junior	71	72	2,587	2,587
" " Senior	31	68	2,025	2,025
Medical Physics	8	58	426	426
Laboratory, Engineers	49	22	916	2,748
" Chemists	11	49	438	1,314
" General	4	69	118	334
Summer Session—				
Optics	47	11	493	493
Teachers' Course in Practical Physics	18	15	276	1,425

Departments and Classes.	Students enrolled.	Class Meetings.	Total Attendances.	Student hours.
Chemistry.				
Inorganic Lectures, Junior	77	120	7,616	7,616
Organic Lectures, Junior	5	45	214	214
Laboratory, Engineers	48	25	986	2,958
„ Junior	29	128	1,992	7,544
„ Senior	16	128	1,126	5,934
Summer Session—				
Inorganic Lectures, Senior	14	45	499	499
Organic Lectures, Senior	3	45	130	130
Physical Chemistry	2	45	84	84
Laboratory, Junior	21	53	891	3,902
„ Senior	8	53	336	1,866
Technical Chemistry.				
Lectures	2	50	98	98
Laboratory	5	86	128	335
Summer Session—				
Laboratory	1	12	12	36
Mechanics.				
Lectures, Junior	38	48	1,697	1,697
„ Senior, Section I.	13	50	628	628
„ „ „ II.	15	50	723	723
Mechanics of Structures, I.	84	49	3,323	3,323
„ „ II.	30	23	567	567
„ „ III.	14	25	306	306
Structural Drawing	2	119	141	423
Practical Mechanics	28	22	548	1,644
Engineering Drawing.				
Geometry and Machine Drawing, 1st Year—				
Engineers	66	73	3,742	11,226
Chemists	10	26	174	522
Geometry, 2nd Year	26	49	1,131	1,131
Machine Drawing, 2nd Year	24	49	1,042	2,108
Materials of Construction	31	23	677	677
Mechanism and Machine Design	5	72	347	347
Summer Session—				
Engineering Drawing	9	32	204	659
Prime Movers.				
Lectures, Junior	39	50	1,819	1,819
„ Senior	17	73	1,205	1,205
Laboratory	28	99	1,138	3,414
Design	6	24	116	348
Metallurgy.				
Lectures, Junior	5	39	145	145
„ Senior, Iron and Steel	4	46	161	161
„ „ Gold and Silver	6	70	361	361
Materials of Construction	31	25	710	710
Laboratory	16	121	1,427	5,043
Summer Session—				
Lectures, Senior, Heavy Metals	7	45	253	253
Laboratory	11	51	456	1,675

Departments and Classes.	Students enrolled.	Class Meetings.	Total Attendances.	Student-hours.
Electrical Engineering.				
Lectures, Junior	37	50	1,652	1,652
„ Senior	11	72	772	772
Laboratory, Junior—				
Diploma Course	19	48	840	2,520
Course for Mechanical Engineers	3	25	70	210
General Course	4	122	270	1,011
Laboratory, Senior	12	122	1,168	3,504
Summer Session—				
Laboratory	11	53	359	1,177
Civil Engineering.				
General Course	22	24	431	449
Surveying	35	24	688	712
Mining and Geology.				
General Mining	13	50	516	516
Coal Mining	11	24	228	228
Geology and Mineralogy	13	50	572	572
Geological and Mining Laboratory	19	125	1,554	3,108
Summer Session—				
Practical Geology	9	54	442	884
Mine Surveying	11	54	487	1,461
Architecture.				
Junior	8	123	669	1,673
Senior	5	123	597	1,493
Special Courses qualifying for degree of B.Sc. in Public Health.				
Drawing	3	30	86	172
Sanitary Engineering	2	28	55	55
Totals	1,529	4,308	73,365	124,278

Evening Classes.

Mathematics.				
Course I. Section A	66	49	2,738	4,107
Course I. „ B	52	50	2,165	3,247
Course II. „ A	93	50	4,158	6,237
Course II. „ B	37	49	1,457	2,185
Course II. „ C	62	50	2,654	3,966
Course III.	67	49	2,645	3,306
Course IV.	33	49	1,240	1,550
Natural Philosophy.				
Theoretical Mechanics, I.	71	24	1,376	2,752
„ „ II.	23	24	363	726
Sound, Light, and Heat.				
Lectures, I.	74	25	1,539	1,924
„ II.	34	24	620	930
Laboratory, I.	43	25	831	1,246
„ II.	33	24	549	823

Departments and Classes.	Students enrolled.	Class Meetings.	Total Attendances.	Student-hours.
Magnetism and Electricity.				
Lectures, I.	119	25	2,284	2,855
„ II.	32	25	587	734
Laboratory, I.	93	25	1,470	2,204
„ II.	20	25	301	451
Practical Physics, Section A	21	25	418	1,254
„ „ B	15	24	281	843
Summer Session—				
Practical Physics	9	11	79	237
Chemistry.				
Inorganic Chemistry—				
Lectures, I.	92	48	3,193	3,193
„ II.	31	47	997	997
Laboratory, I.	62	48	2,206	4,412
„ II.	16	47	528	1,056
„ III.	13	49	550	1,650
„ Saturday	10	23	158	474
Organic Chemistry—				
Lectures, I.	24	47	752	752
„ II.	11	25	236	236
Laboratory, I.	14	47	503	1,006
„ II.	6	48	236	602
Technical Chemistry.				
Lectures (Three Courses)	51	30	450	450
Laboratory	10	50	241	723
Special Short Course on Tanning	118	4	—	—
Applied Mechanics.				
Engineering Drawing	68	50	2,269	4,538
Mechanics, I.	137	45	3,938	7,876
„ II.	46	49	2,441	4,882
„ III.	23	48	1,068	2,136
„ Higher	19	47	703	1,406
Mechanics.				
Mechanics, I.	196	25	3,756	7,512
„ II.	62	24	1,216	2,432
„ III., Div. I.	30	24	580	580
„ Div. II.	20	24	344	344
„ Div. III.	10	25	175	175
Practical Mechanics	8	25	151	453
Structural Drawing	28	24	389	1,070
Engineering Drawing.				
Geometry, I.	138	25	2,195	4,390
„ II.	16	24	253	506
Machine Drawing, I.	118	50	4,197	8,394
„ II.	51	50	1,785	3,570
„ III.	12	25	274	548
Machine Design, I.	39	24	665	998
„ II. and III.	22	25	505	982

Departments and Classes.	Students enrolled.	Class Meetings.	Total Attendances.	Student-hours.
Prime Movers.				
Lectures, I.	185	24	3,376	6,752
„ II.	82	25	1,606	3,212
„ III.	10	24	213	426
Laboratory	52	25	942	1,884
Special Short Courses—				
Marine Engine Design	138	10	1,036	1,554
Gas Engines and Gas Producers	60	4	—	—
Metallurgy.				
Lectures, General, I.	19	25	298	298
„ „ II.	16	25	327	327
„ Iron and Steel, I.	15	25	281	281
„ „ „ II.	15	25	333	333
„ the Foundry	19	25	395	395
Laboratory, General, I.	6	24	118	354
„ „ II.	7	25	150	450
„ Iron and Steel, I.	9	24	166	498
„ „ „ II.	9	49	251	753
„ Special Courses	9	72	186	558
Mineralogy	9	26	189	462
Electrical Engineering.				
Lectures, I.	229	25	4,350	4,350
„ II.	162	24	3,069	3,069
„ III.	61	24	1,201	1,201
„ Special Short Courses—				
Wiring and Fittings	91	13	887	887
Dynamo Design	68	11	631	631
Laboratory, IA.	33	25	664	1,328
„ IB.	30	25	624	1,248
„ II.	18	25	362	724
Telegraphy and Telephony, I.	72	24	1,297	1,297
Telegraphy, II.	27	25	498	498
Telephony, II.	23	25	480	480
Mining and Geology.				
Coal Mining	65	25	1,225	2,450
General Mining	13	25	275	412
Mining Engineering	22	24	427	640
Geology, I.	49	24	856	856
„ II.	15	24	239	358
Naval Architecture.				
Course, I.	35	25	706	706
„ II.	40	27	692	692
„ III.	39	26	788	788
Architecture and Building Construction.				
Architectural Drawing	22	73	994	2,485
Architecture, I.	25	49	951	2,378
„ II.	8	47	272	680
Architectural Design	8	61	334	835
Building Construction, I.	143	50	5,017	12,542
„ „ II.	104	49	4,400	11,000
„ „ III.	53	50	1,996	4,990

Departments and Classes.	Students enrolled.	Class Meetings.	Total Attendances.	Student-hours.
Architecture and Building Construction—cont.				
Building Construction, IV.	10	60	457	1,143
Carpentry and Joinery	58	24	1,107	1,292
Brickwork and Masonry	36	24	614	716
Sanitation.				
Course, I.	89	23	1,596	1,675
„ II.	65	23	1,137	1,188
Botany.				
Lectures, I.	36	38*	784	784
„ II.	10	35*	577	1,154
Laboratory, I.	27	38*	234	234
„ II.	8	37*	163	326
Nature Knowledge Classes	92	12	340	1,020
Summer Popular Course	51	20*	700†	700†
Zoology.				
Lectures, I.	26	23	458	45
„ II.	18	22	299	438
Laboratory, II.	12	25	295	885
Physiology.	28	25	480	960
Hygiene.				
Lectures	6	25	102	102
Laboratory	5	25	77	154
Bacteriology.				
Lectures, I.	16	19	249	249
Laboratory, I.	17	20	257	386
„ II.	7	20	140	280
Plumbing.				
Lectures, I.	61	25	959	1,918
„ II.	98	24	1,509	3,018
„ III.	34	25	562	1,124
Practical, I.	46	24	811	1,622
„ II.	54	25	889	1,778
„ III.	22	25	359	718
At Country Centres—				
Lectures	63	—	—	—
Practical	26	—	—	—
Sheet Metal Work.				
Lectures, I.	54	24	851	1,702
„ II.	28	25	527	1,054
Practical, I.	28	21	366	732
„ II.	9	21	153	306
Boilermaking.				
Course, I.	58	49	2,195	3,293
„ II.	28	50	828	1,242

* Including Excursions.
† Estimated.

Departments and Classes.	Students enrolled.	Class Meetings.	Total Attendances.	Student-hours.
Bootmaking.				
Section A	20	27	390	780
„ C	20	25	349	698
„ B	11	12	90	180
Industrial Arts.				
Decoration	17	125	648	1,296
Sign Writing	111	29	3,387	6,774
Graining	79	49	2,601	5,202
Ornamental Metal Work	4	50	114	228
Lithographic Printing	9	95	522	1,044
Furniture Design	54	51	2,071	4,142
Modelling	20	51	725	1,450
Wood Carving	12	52	456	912
Practical Wood Work	13	52	408	816
Music.				
"Euing" Lectures	53	25	827	827
Rudiments	21	50	771	771
Harmony, I.	23	24	425	425
„ II.	8	26	144	144
Counterpoint	5	23	93	93
Totals	6,319	4,722	141,907	244,004

At the close of the session 952 First Class and 1,363 Second Class Certificates of Merit were issued, with the approval of the Scotch Education Department, in respect of the above classes, to students who had made not less than 75 per cent. of the possible attendances.

Associateship of the College (A.G.T.C.)

Chemistry	One Student.
Civil Engineering	Two Students.
Mechanical Engineering	Two Students.
Electrical Engineering	Five Students.

Course Certificate of the College.

Chemistry	One Student.
Mathematics and Physics	One Student.
Civil Engineering	Four Students.
Mechanical Engineering	Four Students.
Electrical Engineering	One Student.
Naval Architecture	One Student.
Architecture	Two Students.
Building Construction	Seven Students.
College Certificate in Assaying	Three Students.

Occupations of Evening Students.

Men.

Mechanical Engineers and Draughtsmen and Structural Draughtsmen	1,332
Boilermakers, Platers, Riveters, Shipwrights, and Caulkers	90
Blacksmiths, Brassfounders and Finishers, Foundry Foremen, Moulders, and Steel Workers	43
Tin and Copper Smiths and Sheet Metal Workers	86
Coachbuilders and Cartwrights	5
Civil and Mining Engineers and the Mining Industries	257
Electrical Engineers and Draughtsmen, Opticians, and Instrument makers	315

Telegraphists, Telephonists, and Telegraph and Telephone Mechanics	131	
Clerks, Travellers, and Civil Servants	197	
Teachers	160	
Architects, Measurers, and the Building Trades	899	
Sanitary Inspectors	16	
Chemists, Metallurgists, Druggists, Drysalters. Calico Printers Colour Makers, Bleachers, Tanners and Curriers	161	
Printers, Compositors, Bookbinders, Lithographers, and Photographers	15	
Cabinetmakers and the Furnishing Trades	57	
Bootmakers	53	
Warehousemen and Salesmen	21	
Other Trades	84	
No occupation or occupation not stated	176	
		4,098
WOMEN.		
Teachers	64	
Dressmakers, Warehousewomen, Clerks, Telegraphists	19	
Chemists, Sanitary Inspectors, &c.	31	
		114
TOTAL		4,212

DISTRICTS FROM WHICH STUDENTS OF THE COLLEGE WERE DRAWN.

	Day Students.	Evening Students.
Glasgow and Suburbs	225	3,070
Other portions of Lanarkshire	64	471
Renfrewshire	46	334
Dumbartonshire	40	190
Stirlingshire	18	38
Ayrshire	39	89
Other Scottish Counties	41	20
England and Wales	8	...
Ireland	2	...
Russia, Spain, Australia, South Africa, and Burmah	6	...
Totals	489	4,212

The Evening Classes included a considerable number of foreign students, notably Japanese, at present resident in the neighbourhood.

VI.—GLASGOW ATHENÆUM COMMERCIAL COLLEGE.

The Glasgow Athenæum Commercial College was in July, 1903, appointed to be the Commercial College for Glasgow and the West of Scotland, under Article 87 of the Continuation Classes Code, and is now conducted under a Special Minute of the Scotch Education Department. In terms of this Minute the College is managed by a Council elected as follows:—Six Members elected by the Governors of the Glasgow Athenæum, one each by the Corporation, the School Board, the University Court, the Chamber of Commerce, the Merchants' House, and the Trades' House, three by the Members of the Council, and an Assessor appointed by the Scotch Education Department.

The past Session is the first under the direction of this Council, which has much pleasure in reporting that the College has been successful both as regards the number of Students and the work accomplished. The total number of Enrolments in the various Classes was 1,743, and the number of individual Students 1,188. Particulars of the Enrolments in each section are given at the end of the Report.

In addition to the system of allowing Students to select individual classes to suit their own convenience or requirements, a systematic Course of Commercial Education has been arranged, extending over a period of four years, which may, however, be shortened in the case of Students presenting Certificates indicating proficiency up to a certain stage.

This organised Course being a new department has not yet been taken advantage of to any great extent. The Council trust that, when its benefits are better understood, more will avail themselves of the opportunities thus offered for securing a thorough training for entering a mercantile career. Much might be done by employers encouraging their employees of both sexes thus to fit themselves for business life, and while a few firms already recognise the importance of such a training, it is hoped that many who may not at present do so, will come to see its value both to themselves and their employees.

A few changes have to be reported on the teaching staff of the College. The Italian and Portuguese languages will in future be undertaken by Dr. Fernando Agnoletti, Italian Lecturer in the University of Glasgow. The Lectureship on English Literature has been entrusted to Mr. Arthur John Ashton, M.A., who will next session deliver a Course of Twenty Lectures.

Owing to his receiving another appointment, Mr. Thomas Jones was obliged to resign the Lectureship on Political Economy, which is now entrusted to Mr. James H. Steel, M.A.

Examinations and Prizes.

The Certificates of the College are awarded under sanction of the Scotch Education Department and in accordance with its regulations. In determining these awards, the following points are taken into consideration—regular attendance, oral class work, including pronunciation in the case of the Language Classes, written class work, class examinations, and a final examination, the latter of these examinations being conducted by examiners unconnected with the staff, and appointed by the Council, with the approval of the Education Department.

Last year there were awarded for the various subjects 308 Certificates, viz., 144 First Class and 164 Second Class, as also numerous Prizes. The "Robert A. MacLean Scholarship" of £10 was awarded to Mr. David Mason, and the Bronze Medal and Scholarship of £3 to Mr. James R. Mackay.

Intimation has been received from the Education Department that of the Students attending the Teachers' Classes in Languages (Article 91d), four have been recognised as qualified to teach French and one to teach German.

At the Society of Arts' Examinations in March last, 208 Athenæum Students were examined, and these gained 21 First Class, 65 Second Class, and 66 Third Class Certificates.

The Scheme of Examinations of the Society of Arts has been considerably altered, and will in future be in three divisions—Elementary, Intermediate, and Advanced. Only one Class of Certificate will be awarded in the Elementary Section, but there will be two Classes of Certificates in each of the other Sections. Full particulars will be found in the Society's Programme of Examinations.

With the view of encouraging Students to prosecute their studies abroad, it has been resolved to offer two "Travelling Scholarships" of £50 each.

In carrying out these important objects considerable expense is involved, and the Council earnestly solicit, on behalf of the Special Fund annually collected for Scholarships and Prizes, the support of every one interested in providing a thorough Commercial Education.

The Members of the Council have regularly visited the Classes every week, and were much gratified to observe the earnest manner in which, almost without exception, the Students were prosecuting their studies, and have much pleasure in expressing their appreciation of the able and painstaking manner in which the Classes were conducted by the respective teachers.

Subject.	Students Enrolled.	Class Meetings.	Hours of Attendance.
Latin—Junior	8	62	399
„ Senior	8	62	376
Greek	7	62	330
French—Initiatory	66	62	2,575
„ „ (Ladies)	11	62	532
„ Intermediate	69	62	2,914
„ „ Conversation	58	31	1,156
„ „ (Ladies)	15	63	726
„ Advanced	40	62	1,881
„ „ Conversation	42	61	1,064
„ „ (Ladies)	16	63	797
„ „ „ Conv.	10	32	228
„ Teachers (91 D.)	10	36	480
German—Initiatory	45	62	1,830
„ „ (Ladies)	6	62	247
„ Intermediate	49	62	2,114
„ „ Conversation	48	30	840
„ „ (Ladies)	12	62	570
„ Advanced	28	62	1,277
„ „ Conversation	29	35	642
„ „ (Ladies)	10	62	429
„ L. L. A. Class	3	29	97
„ Teachers (91 D.)	7	33	284
Italian—Initiatory	5	57	150
„ Advanced	1	56	27
Spanish—Initiatory	25	59	833
„ Intermediate	9	59	319
„ Advanced	9	59	330
English—Junior	36	63	1,534
„ „ (Ladies)	15	60	714
„ Advanced	10	61	440
„ „ (Ladies)	10	63	434
Arithmetic—Intermediate	23	61	861
„ Advanced	19	61	654
Mathematics—Junior	17	62	622
„ Senior	17	30	598
Shorthand—Initiatory	161	62	6,009
„ Intermediate	63	62	2,719
„ Advanced	86	62	3,496
„ Junior Reporting	36	62	1,441
„ Senior „	13	62	571
„ Private Classes-Day	56	155	5,075
„ „ „ Evening	17	93	585
Type-Writing—Day	39	154	2,110
„ Evening	19	93	536
Writing	10	62	496
„ (Ladies)	6	63	294
Book-Keeping—Junior	65	62	3,033
„ Advanced	52	62	3,060
„ (Ladies)	6	63	328
English Literature	17	20	206
„ „ (Ladies)	20	21	350
Commercial Geography	20	30	426
Political Economy	32	20	507
Mercantile Law	70	20	1,049
Business Methods	129	21	1,707
Ambulance	13	20	214
„ (Ladies)	20	22	367
Totals	1,743	3,261	61,983

Number of Individual Students 1,188

VII. Glasgow School of Art.

The Sixty-Second Annual Report of the Governors of the Glasgow School of Art records the work of the School for the Session ending August 31st, 1904.

Four years ago, the Art Education of Scotland, formerly in the hands of the South Kensington administration, was transferred to the Scotch Education Department and the Glasgow School of Art was recognised by that Department as the Central Institution for Higher Education in Art for Glasgow and the West of Scotland.

The result of this administrative change made the Governors responsible for the Advanced Art Education of the District, and the instruction in Drawing given in Primary and Secondary Schools and in Continuation Classes was to lead up to the specialised education given in the School of Art. The responsibility, though heavy, was heartily accepted, the Governors being assured that they would receive every encouragement from the Department. Thus encouraged, they have been able to realise their desires as to the reorganisation of certain sections of School work, which reorganisation, though felt for some time to be desirable, was retarded by the want of the necessary funds. The two Sections which have been dealt with during Session 1903–4, are those of Architecture and of Design and Decorative Art. In both of these Departments, Professors have been appointed to take charge, and certain Classes of the School, devoted to Architecture, have been amalgamated with others in the Technical College to form the Glasgow School of Architecture.

In January last, a deputation consisting of the Chairman, Mr. James Fleming, with the two Vice-Chairmen, Mr. W. Forrest Salmon, F.R.I.B.A., and Mr. John J. Burnett, A.R.S.A., F.R.I.B.A., and the Head-Master, were appointed, at a meeting, of the Governors, to visit and report upon the working of some of the more important of the National and Municipal Schools of Art in France. The Schools visited were those of Paris, Lyons, Roubaix and Lille. The proposed visit of the deputation was notified to the Minister of Public Instruction in France, and most useful introductions were obtained through the French Ambassador in London, M. Cambon, by the kind action of the Scotch Education Department. The Members gathered much valuable information and gained an experience of work and methods, which should be of great service to the Glasgow School of Art. A special Report on the visit has been prepared and issued.

The deputation was further charged with the mission of obtaining, if possible, the services of a Professor for the Department of Design and Decorative Art, who should come to Glasgow to take charge of the Design and Decorative Department of the School, and give special attention to the Students studying as Textile Designers. In their search, both advice and help were received by the deputation, from the distinguished French painter, M. Albert Besnard. They had interviews with several of the better known Designers in Paris, including M. Eugène Grasset and M. Karbowsky, and were strongly recommended to obtain, if possible, the services of M. Adolphe Giraldon. In this the deputation was successful. M. Giraldon, who was seen by the deputation when in Paris, is a Designer in the front rank of his profession, and is well known in Parisian Art circles. His work has a distinct character and is carried out with that perfection of technique, that is so noteworthy a feature of all French craftmanship. Added to this, M. Giraldon is a man with decided opinions upon Art Teaching. Such an appointment as this has long been wished for by the Governors, and they feel sure that the step they have taken will be one of direct benefit, alike to the School and to the City of Glasgow. M. Giraldon commenced his work in March.

In May last, a conference between representatives from the Glasgow and West of Scotland Technical College and the Glasgow School of Art was held, to adopt measures for co-ordinating the teaching of Architecture in the two Institutions; the basis of negotiations being, that Architecture should be taught in both School and College, the artistic and design side of the subject to be taught in the School and the scientific and constructional side to be dealt with in the College. As the result of the conference, a joint agreement was arrived at. To carry out the remit with which they were charged, the Governors of the School of Art (on the recommendation of Monsieur Pascal, a well-known Paris Architect and Professor), invited from Paris M. Eugène Bourdon (Bachelier es lettres and Architecte Diplomè by the French Government) to visit the School of Art and report on the work of its Architectural Department. His visit and report led to his appointment by the Governors as Visiting Professor.

The authorities of the Technical College have likewise appointed M. Bourdon. A curriculum for Architectural Students has been arranged, under which they will be required to attend Classes both in the Technical College and in the School of Art, and their studies when completed, will, after a certain period spent in an architect's office, lead to the acquisition of a Diploma in Architecture, issued jointly by the College and the School.

Two Architect Governors from the School of Art, with an Architect Governor and an Engineer Governor from the Technical College, together with the Director of the College and the Head-Master of the School of Art, were appointed as Joint Committee to advise with M. Bourdon in the carrying out of the programme of studies. M. Bourdon commenced his work in October. The courses of study and the time-tables have been printed as a separate pamphlet and issued as the prospectus of The Glasgow School of Architecture. The curriculum is divided into two parts; a full day course extending over a period of about four years and an evening course covering from five to seven years, according to the ability of the individual Student.

The establishment of such a course of study in Architecture meets a want long felt by many of the principal architects of the City. It may be mentioned that both M. Giraldon and M. Bourdon speak English well.

Another co-ordination of studies has been brought about by an arrangement between the Glasgow School Board and the Governors of the School of Art, whereby the advanced pupils who are attending the Evening Art Continuation Classes of the Glasgow School Board are passed on to the School of Art. A course of instruction, divided into two stages, has been prepared and agreed upon. The arrangement was in operation last Session, and in March last one of His Majesty's Inspectors of Drawing, with Mr. Vaughan, Director of Drawing to the School Board and the Head Master of the School of Art, visited the Continuation Classes and selected from among those Students who had completed the second stage a certain number to proceed to the School of Art.

Ten Senior Art Bursaries have been granted for some years past by the City Educational Endowments Board, to enable pupils of Continuation Classes to enter the School of Art. The selected Candidates, as above, were accordingly asked to undergo the personal test in Drawing, set by the Examiner for these Bursaries. The results were so favourable that the Board increased the number of Bursaries to fourteen, and these Bursaries were granted to those Candidates who obtained the highest marks. A few of the remaining Candidates received, after further examination, Evening Class Bursaries, offered either by the Governors of the School of Art or the School Board. These Continuation Classes serve to prepare Students for admission to the Evening Classes of the School of Art.

To meet the needs of Students coming from ordinary Public and Private Day Schools, who desire to attend the Day Classes of the School of Art, but who lack the necessary qualifications, or are unable to pass the required admission examination, Preparatory Classes are held at the School of Art. This connection between the School of Art and the Glasgow School

Board has further been strengthened by the appointment of Art Teachers from the School to take charge of the Art Instruction in the Secondary Departments of Woodside and John Street Day Schools. The cordial co-operation of the School Board with the School of Art has made it possible to organise for the City of Glasgow a complete and progressive system of Art Instruction, beginning with the lowest classes of the Primary Schools and leading on to the School of Art. The influence of this arrangement is already being felt, and the future is still more hopeful.

The special Classes for the instruction of Masters and Mistresses of Public Schools in Drawing (commonly called 91 D Classes), have been very successful. During last Session 858 Public School Teachers (male and female) attended. These Teachers entered from Glasgow and the neighbouring counties of Lanarkshire, Dumbartonshire, Renfrewshire, Stirlingshire, Argyllshire, etc. The Lanarkshire County Council send the whole of their Teacher Students to the School, and Teachers in Roman Catholic Schools of the City are present in large numbers. These classes are held at the school on Saturdays. The Course of Study is divided into three stages.

Last year the Governors, acting as Managers of a Central Institution, received the sanction of the Scotch Education Department to grant Diplomas, to be entitled the "Public School Teacher's Drawing Diploma." This Diploma was awarded to those Masters and Mistresses in Public Schools who had successfully passed through the three stages, and had given proofs of their ability as Teachers of Drawing. The institution of this Diploma has met with success. Last Session 28 were granted by the Governors, and of these 18 Students have again entered the School for a Post Diploma Course. The Glasgow School Board train their own Teachers for the 1st and 2nd stages, but send the whole of their 3rd stage Students to the School of Art, to study for the Diploma Course, and for further Advanced work.

The influence of the School is thus permeating the whole of the Art instruction given, not only in the City but in the Western and North-Western areas of Scotland. Further, much good must ensue from the Drawing in Public Schools being taken charge of by Teachers competent to lay the foundations of a thorough and efficient course of study in Drawing, leading up to the work of the Continuation Classes, and so on to the School of Art.

The following are the enrolments for the Session :—

Day Classes	239
Evening Classes	387
Saturday Classes (Ordinary and Article 91 D)	858
	1484
Excess over last Session	48

The Haldane Travelling Scholarship of the value of £50, was, for the 18th year in succession, taken by a Student of the School, the winner being Mr. Reginald Duncan.

The Judges appointed by the Haldane Trust were :—Messrs Alex. Roche, R.S.A., Painter, and William Leiper, R.S.A., Architect.

The Haldane Trustees offered Two Bursaries of £15 each, tenable in the Day Classes, and further awarded an Assisted Scholarship. These Bursaries are intended for those Artisan Students of Evening Classes to whom daylight study of form and colour is indispensable.

One hundred Entrance Bursaries, tenable in the Evening Classes, were also awarded by the same Trust.

The Examiners appointed by the Trustees to judge the work for these Bursaries, were :—Messrs. Alex Paterson, M.A., F.R.I.B.A., Architect, and John Henderson, Painter.

The Governors, authorised by the Scotch Education Department, awarded 5 Maintenance Scholarships, of the value of £20 each, with free instruction, and 8 Local Bursaries of the value of £10 each.

The following prizes were also awarded :—

The Bram Stoker Gold Medal for "the best imaginative work of the Session in any branch of effort in the School."

The Glasgow Institute of Architects, Prizes of £3 3s. and £2 2s.

Modelling Prize for Composition.

Prizes from Winsor & Newton, and from Roberson & Co.

Studentships were also granted by Hutchesons' Educational Trust; The Glasgow Highland Society; The Buchanan Bequest; and The Marshal Trust; and in lieu of the Free Studentships, formerly granted by South Kensington, the Governors awarded 12 Day and 30 Evening Studentships.

The Judges appointed by the Governors to award the various Scholarships and Bursaries, were, as follows :—

In Drawing and Painting.—Messrs. Alex. Roche, R.S.A., and W. Leiper, R.S.A., with the Head Master.

In Architecture.—Messrs. Jas. M. Munro, I.A., and James Lindsay, A.R.I.B.A., with the Director, Alex. M'Gibbon, A.R.I.B.A.

(In the award of the Architectural Maintenance Scholarship, Messrs. W. Forrest Salmon, F.R.I.B.A., and John J. Burnet, A.R.S.A., Architects and Vice-Chairmen of the School took part.)

In Modelling.—Mr. John J. Burnet, A.R.S.A., with the Head Master.

In Design.—Messrs. D. H. L. Young, W. Forrest Salmon, F.R.I.B.A., and John J. Burnet, A.R.S.A., with Professor A. Giraldon.

The thanks of the Governors are due to these gentlemen, for their kind services.

The Scotch Education Department this year appointed, as Artist Visitor to the School, Mr. E. A. Walton, A.R.S.A. Mr. Walton went carefully into the nature of the instruction given, and a copy of his report, as presented to My Lords, was afterwards received by the Governors.

Thirty-seven Students have received appointments as Teachers, Designers, etc.

Considerable additions to the School Museum of Casts have been made. These were purchased in London, Brussels, and from the Trocadéro Museum, Paris, at a cost of about £170.

Additions to the Library have been made from time to time, and the Deputation, when in Lyons, purchased, at a cost of £20, a valuable work, "L'Art Decorer les Tissus," by Raymond Cox, Curator of the Lyons Museum.

The School Museum of Decorative Art has also been added to.

Additional accommodation for the Antique Classes has had to be found, by screening off a portion of the School allotted to the Museum, and by a re-arrangement of the Technical Studios, a room has been contrived for the Advanced Students of the School of Architecture. These temporary arrangements show the necessity for the early completion of the building.

By the kind permission of the Very Reverend the Principal, a course of Lectures was given at the University in May last, by Professor John Cleland, M.D., F.R.S., to Students of the Anatomy Class of the School of Art, the subject being "Facial Expression." The Governors would desire to express to Professor Cleland, their deep sense of the privilege so readily accorded by him to the Students.

In April last, G. Baldwin Brown, Esq., M.A., Watson-Gordon Professor of Fine Art in the University of Edinburgh, delivered a Lecture to the Students of the School on "The Frescoes of the Sistine Chapel." The Lecture was illustrated by a fine set of lantern slides, and the subject was treated in a most worthy manner. The thanks of the Governors are given to Prof. Baldwin Brown for the great pleasure afforded to the Students by his Lecture.

The Governors intend as far as possible to have other similar Lectures in the future.

The Governors desire to tender their thanks to the Parks and Galleries Trust for the loan and gift of plants and flowers, and of other objects of study, and for the ready access to the Botanic Gardens and to the Art Galleries. These privileges are much appreciated and the grateful thanks of the Staff and of the Students are due to Mr. James Paton, to Mr. Whitton, and to the several Curators, for their unfailing courtesy and kindness.

The thanks of the Governors are also herewith conveyed to the Chairman and Council of the Royal Glasgow Institute of the Fine Arts, for the facilities so kindly granted on the occasion of the Annual Exhibition of Works.

The conditions pertaining to the Block Grant, which four years ago took the place of payments on results, have again been dealt with, the arrangement now being that the School receives at least half of its income (independently of fees) from Local Sources. The Department likewise allow a sum of £90, being the half of £180, the amount offered by the Governors for the Five Maintenance Scholarships and Eight Local Bursaries taken together. These educational aids, are granted on the condition that participating Students must continue their studies in the School for a further Session.

The Income of the School from Local Sources other than sums granted for bursaries was as follows:—

From the Corporation (being the Sum allocated from Customs and Excise Residue Grant, 1903) - - - -	£1,700	0	0
From the Haldane Trustees - - -	200	0	0
Annual Subscription to Funds - - -	73	13	6
Lanark County Council as Capitation Grant - - - - - - -	38	0	0
Dumbarton County Council as Capitation Grant - - - - - - -	21	0	0
Partick Burgh Council (2 years) - -	21	0	0
Prize Fund (Annual Subscribers) - -	39	8	0

For all these sums the Governors are deeply grateful, and they would especially thank the Corporation for their generous consideration of the needs of the School.

They would emphasise the fact that the "Scotch Education Department "give a grant not exceeding one-half of the approved nett expenditure on "the maintenance of the School, after deduction of the Income from fees. "To obtain this Grant, it is necessary that there should be an annual "contribution to the funds of the School from sources other than the "Grant (but exclusive of income from fees), of a sum equal to the said "Grant."

The Governors have to record, with regret, the loss by death of Bailie Sorley, who had acted as Governor for the past six years, and whose sympathy and help could ever be relied upon.

They have further to regret the resignation of Mr. Leonard Gow, after twenty years of service as Governor. During the greater part of the time, he, as Convener of the Finance Committee, was deeply interested in the erection of the School Buildings, and his wise counsels and help were ungrudgingly given at all times, to help forward the Higher Education in Art as carried on in the School. The best wishes of the Governors go with Mr. Gow in his retiral from their body.

The School was one of those asked specially to send an exhibit to the St. Louis Exhibition, and Glasgow was one of the four Schools of Art of the United Kingdom selected to do decorative panels for the British Section in the same Exhibition.

The Glasgow School of Art Club, under the direction of the Head Master, still continues to do good work, and the studies of the Students done during the summer vacation, not only add to the interest of the Annual Exhibition but serve to show the influence of the various Professors upon work done without supervision.

In submitting this report of the operations of the School for the past Session, the Governors feel that a distinct development, both of work and of progress, has taken place. For this they have to thank the Scotch Education Department, the City and District Educational Authorities and the Town Council, both for sympathy with the aims of the School and for funds to carry on its work. To this must be added a cordial recognition of the services rendered by the Head Master and by the Staff and of the earnestness and industry shown by the Students.

The Governors were glad to learn that the Life Professor M. Delville was one of the Jury appointed to decide the Belgian Prix de Rome, a State Travelling Scholarship of the value of £1000.

Much remains to be done, but the Governors are assured that the School is in a healthy and vigorous condition, and that its place and influence are recognised as an essential part of the educational life of Glasgow and the West of Scotland.

Enrolments.

(*a*) *Day Classes.*

Ordinary Students	219		
Department Local Scholar	1		
Highland Society Student	1		
Maintenance Bursars	5		
Governors' Day Class Bursars	13		
		239	

(*b*) *Evening Classes.*

Ordinary Students	234		
Educational Endowment Bursars	9		
Buchanan Trust Bursars	6		
Highland Society Student	1		
Hutcheson's Hospital Students	2		
Marshall Trust	5		
Haldane Evening Bursars	100		
Governors Evening Class Bursars	30		
		387	
			626
(*c*) *91D Teachers Classes.*			418
(*d*) *Pupil Teachers Class.*			23

Numbers at Recognised Centres.

Lanark	92	
Lesmahagow	80	
Stranraer	34	
Newton-Stewart	26	
		232
(*f*) *Summer Course—91D Argyll (1903.)*		185
		1484

Towns and Districts from which the Students of the Glasgow School of Art are Drawn.

Glasgow	436
Partick	28
Govan	15
Rutherglen	9
Other Parts of Lanarkshire	455
Dumbartonshire	84
Renfrewshire	99
Ayrshire	33
Argyllshire	190
Stirlingshire	42
Wigtownshire	60
Other Scottish Counties	18

England	6
Ireland	1
United States	2
Germany, Belgium, Sweden, India, New Zealand	6
	1484

OCCUPATIONS AND NUMBERS OF ORDINARY STUDENTS.

Teachers	62	
Designers, Draughtsmen, Lithographic Artists	220	
Architectural	118	
Glass Stainers, Enamelists, &c.	35	
House Painters, China Painters, Coach Painters, &c.	22	
Stone Carvers, Wood Carvers, Gilders, Modellers, Plasterers	30	
Cabinetmakers and Joiners	17	
Engravers, Silver Chasers, Bookbinders, &c.	20	
Accountants, Clerks, House Factors	15	
Measurers	5	
Blacksmiths, Engineers, Gasfitters, &c.	8	
Shopkeepers and Warehousemen	12	
Other Students	62	
Total Number of Ordinary Students		626
Teachers' 91D Classes		858
Total Number of Students attending the School		1484

VIII.—LEITH NAUTICAL COLLEGE.

(REPORT BY THE HEAD MASTER.)

During the year the College has been open every day except Sundays, the single day holidays authorised by the Leith Magistrates, and four days at the New Year; and it has also been open in the same evenings, except on Fridays and during July and August.

The day classes have been attended by 121 seafaring students who come from 10 a.m. to 4 p.m., and also usually attend in the evening from 6.30 to 8. These persons have gone through the courses of instruction in Navigation and allied subjects prescribed by the Board of Trade, and have also received advanced instruction in the Mechanics of Seamanship, the Physics of the Sea, and the uses of Electricity on board ship, and in the principles and mathematical basis upon which Navigation is built up.

The Saturday afternoon class for fishermen, held from 4 to 6 p.m., was attended by 45 fishermen, who received instruction in Graphic Navigation and Meteorology; and in the case of the younger fishermen, knotting and splicing hemp and wire rope, and rigging.

The day class in Ship Surgery, Medicine, and Hygiene (2.45 to 3.45 p.m.) was attended by 47 persons, all connected with the sea.

In the evening classes in Naval Architecture, and Marine Engineering there were 24 students, one of whom, James Allan, passed the Board of Education's May Examination in stage 3 (formerly called Honours, Part 1). Three sets of original ship designs were sent up to the annual competition held by the Board of Education in London, and were accepted.

A short course of evening public lectures on Nautical subjects was attended by 280 persons.

At the Board of Trade examinations the following successes were obtained :—

Voluntary examination in steam and ship Electricity	1
Voluntary examination in Compass Deviations	1
Extra Master	1
Ordinary Masters	25
First Mates	17
Only Mate	1
Second Mates	21
Home Trade Master	1
Home Trade Mate	4
Total	72

IX.—The West of Scotland Agricultural College.

I.—INTRAMURAL WORK OF THE COLLEGE.

(Glasgow).

Day Classes.

Number of Individual Students		79
Number attending—		
Intermediate Agriculture (Soils and Manures)	11	
Advanced „	13	
Introduction to General Botany	20	
Agricultural Botany, Junior Lectures	19	
Do. do., Junior Practical	19	
Do. do., Senior Lectures	12	
Do. do., Senior Practical	12	
General Chemistry, Lectures	41	
Do. do., Practical	20	
Intermediate Chemistry	10	
Agricultural Chemistry, Senior Lectures	6	
Do. do., Senior Practical	5	
Entomology	15	
Veterinary Science	8	
Agricultural Engineering	4	
Special Farmers' Course	30	
Special Foresters' Course	11	

Evening Classes.

Number of Individual Students		55
Number attending—		
Agriculture, Junior	29	
Do., Senior	13	
Dairying	13	
Agricultural Botany	4	
Forestry	18	
Horticulture	8	

Agricultural Chemistry, Junior Lectures	- -	20
Do. do., Senior Lectures	-	3
Do. do., Practical	- - - -	8
Book-keeping	- - - - - - - -	17
Surveying	- - - - - - - -	26
Total number of Individual Students in both Day and Evening Classes	- - - - - - - -	134
Total number of Enrolments in both Day and Evening Classes		415

Dairy School at Kilmarnock.

Number of Pupils (Session 1903)	- - - - -	233
Number of Attendances registered	- - - - -	4,138

Dairying (1903).

The College Dairy School at Holmes Farm, Kilmarnock.

The Dairy School was open from 31st March till 26th September, and during that time courses of instruction were continued on the same lines as in former years, comprising regular daily instruction in Cheesemaking and Buttermaking. Instruction was also given from time to time in the making of Stilton Cheese, Cream Cheese, and other soft cheeses.

The Special Lecture Courses intended to prepare pupils for Certificate and Diploma examinations in Dairying were conducted as in previous years, the Junior for six weeks in April and May, and the Senior for six weeks in August and September. In this latter course was included a new series of five lectures on Poultry.

The total number of pupils enrolled during the session was 233. The average daily attendance was 26·7.

In the Special Classes 34 pupils enrolled for the Junior Course, and of these 13 gained the Certificate in Buttermaking, and 21 the Junior Certificate in Dairying; 27 pupils enrolled for the Senior Course, and of these 18 gained the Senior Certificate in Dairying; while 16 pupils subsequently presented themselves for examination for the National Diploma in Dairying, of whom 10 succeeded in passing.

The Examiners for the Junior Certificate were:—Theory of Dairying, Mr. Richard Henderson; Buttermaking, Mr. John Drysdale; Cheesemaking, Mr. Alex. Todd.

The Examiners for the Senior Certificate were:—Theory of Dairying and Botany, Mr. Richard Henderson; Chemistry, Professor G. G. Henderson; Bacteriology and Physiology, Dr. Peter Paterson; Buttermaking, Mr. John Drysdale; Cheesemaking, Mr. Alex. Todd.

Advisory and Analytical Department.

During the course of the session advantage, in an increasing degree, was taken of the privileges offered by the College under this department, and a number of inquiries were made by farmers, to which replies were duly sent by members of the staff. Advice was thus given on manuring, on the relative feeding value of certain crops, on the treatment of crops suffering from insect attacks, diseases affecting live stock, and on other branches of agricultural management. Samples of grass seeds were examined for purity and germination, and an increased number of milk samples were sent in for determination of butter fat. Examinations were also made of feeding stuffs for composition and purity.

II.—EXTENSION WORK.

(*a*) General Agricultural Instruction.

By arrangement with the County Councils or other Local Authorities continuous classes have been held in the following places :—

Counties and Centres.	Subjects.	No. of Meetings.	Students Enrolled.
Dumfriesshire—			
Lockerbie	Soils and Manures, Agricultural Book-keeping	40	44
Ruthwell	Feeding of Farm Stock	20	47
Buteshire—			
Kilmory	Agriculture	10	75
Stirlingshire—			
Denny	Agriculture	10	84
Balmore	Do.	10	58
Ayrshire—			
Barrhill	Permanent Pasture	3	20
Greenhills (Beith)	Agriculture	9	53
Lanarkshire—			
Larkhall	Agricultural Chemistry	20	25
Strathaven	Do. do.	20	35
Lanark	Do. do.	20	20
Wigtownshire—			
Glenluce	Seeds and Pastures	5	40
Kirkcolm	Do. do.	5	62
Perthshire—			
Doune	Seeds and Pasture	4	23
Do.	Poultry-keeping	6	45

(*b*) Agricultural Experiments.

The experimental work of the College consists of investigations into the manuring of the more important farm crops, the comparative merits of varieties of various crops, the destruction of weeds, the prevention of crop diseases, the feeding of farm stock, and other subjects. The experiments are carried out (*a*) at the Central Experiment Station-Holmes Farm; (*b*) on farms in the contributing counties. These latter are in part arranged by agreement with County Councils and Local Committees, and in part by direct communication with the farmers who conduct them.

Reports on the results of the experiments are prepared by Principal Wright, Professor M'Alpine and Professor Paterson, and issued in due course.

A list of experiments carried out in the year 1903 is appended. The results of these experiments formed the basis of the Extension Lectures given by the College Staff during the past session in the contributing counties. These lectures were delivered by Principal Wright, Professors M'Alpine and Paterson, and Messrs. Robb and Esslemont.

The Central Experiment Station, Holmes Farm, Kilmarnock.

1. On the Comparative Merits of about 150 Varieties of Oats.
2. On the Best Method of Liming Land.
3. On the Relative Efficacy of Various Manures applied in Spring and in Autumn.

4. On the Utilisation and Exhaustion of Farmyard Manure, and the Most Profitable System of Manuring for a Rotation of Crops.
5. On Various Methods of Preventing the occurrence of Smut in the Oat Crop.
6. On Various Methods of Destroying Charlock and Runch in the Oat Crop.
7. On the Seeding of Pastures.
8. On the Effect of Mixing different Varieties of Oats.
9. On Means of Preventing "Finger and Toe" in Turnips.
10. On the Best Size of Potato Sets to Plant.
11. On the Effects Produced on the Condition of the Land by the Growth of Clover and other Plants.

AGRICULTURAL EXPERIMENTS CONDUCTED IN VARIOUS COUNTIES IN 1903.

Nature of Experiment.	No. of Farms.	Counties.
1.—On the Manuring of Hay,	19	Argyll, Ayr, Bute, Dumfries, Kirkcudbright, Lanark, Perth, Renfrew, and Stirling.
2.—On the Manuring of Turnips,	16	Argyll, Bute, Dumfries, Lanark, Perth, Renfrew, and Stirling.
3.—On the Comparative Merits of Varieties of Oats (Series A),	25	Argyll, Ayr, Dumfries, Dumbarton, Kirkcudbright, Lanark, and Perth.
4.—On the Comparative Merits of Varieties of Oats (Series B),	24	Argyll, Bute, Ayr, Lanark, Dumfries, Dumbarton, Kirkcudbright, Lanark, Stirling, and Wigtown.
5.—On the Manuring of Strawberries,	5	Lanark and Perth.
6.—On the Improvement of Hill Pasture,	5	Dumfries, Kirkcudbright, Argyll, Lanark, and Ayr.
7.—On the Seeding of Pastures,	23	Argyll, Dumfries, Haddington, Kirkcudbright, Lanark, Perth, and Wigtown.
8.—On the Feeding of Dairy Cows,	1	Dumbarton.
9.—On Spraying of the Oat Crop with Copper Sulphate Solution,	4	Ayr and Stirling.

LIST OF EXTENSION LECTURES DELIVERED FROM 1ST APRIL, 1903, TO 31ST MARCH, 1904.

ARRANGED IN ORDER OF COUNTIES.

County and Place of Lecture.	Date.	Subject.	Attendance.	Total for County.
ARGYLL—				
	1903.			
Oban	April 22	Manuring of Hay	18	
Tayvallich	„ 28	Varieties of Oats	19	
Kilmartin	„ 29	Hill Pasture Experiment	18	
Ardfern	„ 30	Seeding of Pastures	21	
Lochgair	May 1	Potato Experiment	24	
Inveraray	„ 2	Hill Pasture Experiment	14	
Salen (Mull)	„ 4	Do. do.	15	
Strontian	„ 5	Manuring of Potatoes	26	
Dervaig	„ 6	Hill Pasture Experiment	31	
Tobermory	„ 7	Do. do.	9	
Salen	„ 8	Manuring of Potatoes	19	
Tarbert	„ 18	Varieties of Oats	10	
Port-Ellen	„ 19	Turnip Experiment	16	
Bridgend	„ 20	Varieties of Oats	37	
Millhouse	„ 22	Hill Pasture Experiment	12	
	1904.			
Lochgoilhead	Jan. 18	Hay Experiment	30	
Strachur	„ 19	Hill Pasture Experiment	53	
Kilmodan	„ 20	Turnip Experiment	19	
Millhouse	„ 21	Fattening of Cattle	14	
Southend	„ 25	Destruction of Charlock and Runch	32	
Killean	„ 26	Hill Pasture Experiment	8	
Toward	„ 28	Feeding of Dairy Cows	12	
Kilmun	„ 29	Hill Pasture Experiment	23	
Oban	Feb. 3	Feeding of Dairy Cows	85	
Oban	„ 10	Hill Pasture Experiment	61	
Tobermory	„ 11	Feeding of Dairy Cows	14	
Dervaig	„ 12	Do. do.	25	
Salen (Mull)	„ 15	Do. do.	10	
Acharacle	„ 16	Hay Experiment	20	
Strontian	„ 17	Do.	40	
Ardgour	„ 18	Potato Experiment	36	
Minard	„ 23	Hill Pasture Experiment	19	
Tayvallich	„ 24	Feeding of Dairy Cows	26	
Craignish	„ 25	Varieties of Oats	23	
Kilmartin	„ 26	Hill Pasture Experiment	27	
Campbeltown	Mar. 14	Do. do.	14	
Southend	„ 14	Do. do.	31	
Killean	„ 15	Destruction of Charlock and Runch	15	
Tarbert	„ 16	Do. do.	12	
Inveraray	„ 21	Hill Pasture Experiment	12	950
AYR—				
	1903.			
Kilmarnock	Dec. 8	Potato Experiments, 1902	103	
Ochiltree	„ 14	Science of Profitable Farming	41	
	1904.			
Ochiltree	Jan. 8	Varieties of Oats	18	
		Carry forward.	162	950

County and Place of Lecture.	Date.	Subject.	Attendance.	Total for County.
AYR—*Contd.*		*Brought forward.*	162	950
	1904.			
Beith	Jan. 14	Feeding of Dairy Cows	52	
Kilmaurs	„ 22	Destruction of Charlock	16	
Kilwinning	Feb. 5	Feeding of Dairy Cows	30	
Dunlop	„ 22	Seeding of Pastures	18	
Old Cumnock	„ 23	Feeding of Dairy Cows	35	
Dalrymple	Mar. 2	Seeding of Pastures	28	
Tarbolton	„ 4	Do.	25	
Kirkmichael	„ 7	Varieties of Oats	19	
Ochiltree	„ 8	Feeding of Dairy Cows	69	
Coylton	„ 9	Varieties of Oats	19	
Muirkirk	„ 11	Hill Pasture Experiment	23	
Crossroads	„ 17	Feeding of Dairy Cows	4	
Fenwick	„ 22	Do.	39	539
BUTE—				
	1904.			
Shiskine	Jan. 13	Hill Pasture Experiment	21	
Kildonan	„ 14	Turnip Experiments	19	
Whiting Bay	„ 15	Feeding of Dairy Cows	23	63
DUMFRIES—				
	1903.			
Closeburn	Nov. 17	Hill Pasture Experiment	16	
	1904.			
Sanquhar	Mar. 28	Feeding of Dairy Cows	44	
Thornhill	„ 29	Hill Pasture Experiment	28	
Dumfries	„ 30	Feeding of Dairy Cows	43	
Beattock	„ 30	Slag *v* Superphosphate on Turnips	23	
Lockerbie	„ 31	Seeding of Pastures	35	
Closeburn	„ 31	Varieties of Oats	19	208
DUMBARTON—				
	1904.			
Garscadden	Jan. 12	Varieties of Oats	3	
Kirkintilloch	„ 12	Feeding of Dairy Cows	43	
Cardross	„ 18	Varieties of Oats	55	
Garscadden	„ 26	Feeding of Dairy Cows	22	
Helensburgh	Feb. 2	Do.	25	
Kirkintilloch	„ 8	Varieties of Oats	25	
Cardross	„ 9	Feeding of Dairy Cows	23	
Gartocharn	„ 16	Do.	60	
Helensburgh	„ 22	Varieties of Oats	8	
Cumbernauld	„ 29	Feeding of Dairy Cows	53	
Gartocharn	Mar. 9	Varieties of Oats	40	357
KIRKCUDBRIGHT—				
	1903.			
Kirkcudbright	Nov. 11	Seeding of Pastures	14	
Castle-Douglas	„ 16	Hill Pasture Experiment	26	
Dalbeattie	Nov. 18	Seeding of Pastures.	25	
Gatehouse	„ 25	Hill Pasture Experiment.	21	
Kirkpatrick-Durham	Dec. 2	Seeding of Pastures.	10	
	1904.			
Twynholm	Feb. 8	Feeding of Dairy Cows.	48	144
		Carry forward.		2,261

County and Place of Lecture.	Date.	Subject.	Attendance.	Total for County.
LANARK—		*Brought forward.*		2,261
	1903.			
Shettleston - -	April 2	Varieties of Oats.	30	
Carmunnock - -	„	Hill Pasture Experiment.	43	
Lesmahagow -	„ 9	Seeding of Pastures.	12	
Carluke - - -	„ 10	Varieties of Oats.	6	
Biggar - - -	Nov. 19	When to apply Manures.	47	
Biggar - - -	Dec. 3	Seeding of Pastures.	51	
Bellshill - - -	„ 15	Feeding of Dairy Cows.	38	
	1904.			
Bellshill -	Jan. 14	Varieties of Oats.	20	247
PERTH—				
	1903.			
Callander - - -	April 3	Varieties of Oats.	35	
Auchterarder -	„ 4	Turnip Experiments.	31	
	1904.			
Dunning - -	Jan. 6	Feeding Value of Turnips according to Manuring.	32	
Logiealmond - -	„ 11	Do.	29	
Dunning - - -	Feb. 1	Feeding of Dairy Cows.	30	
Lochearnhead -	„ 2	Hill Pasture Experiment.	10	
	1904.			
Logiealmond - -	Feb. 4	Oat Experiments and Destruction of Charlock.	25	
Balquhidder - -	„ 19	Feeding of Dairy Cows.	24	
Callander - - -	„ 29	Do.	28	244
RENFREW—	1904.			
Howwood - - -	Jan. 5	Turnip Experiments.	16	
Howwood - - -	Feb. 9	Hay Experiments.	18	34
STIRLING—	1903.			
Denny - - -	April 1	Varieties of Oats.	19	
Drymen - - -	„ 2	Do.	33	
Polmont - -	„ 6	Do.	22	
	1904.			
Polmont - - -	Mar. 15	Feeding of Diary Cows.	21	
Airth - - -	„ 22	Do.	52	
Drymen - - -	„ 23	Do.	62	
Kilsyth - - -	„ 24	Varieties of Oats.	21	
Bannockburn - -	„ 28	Do.	31	
Milton of Campsie -	„ 29	Feeding of Dairy Cows.	24	
Avonbridge - -	„ 30	Do.	116	
Airth - - -	„ 31	Varieties of Oats.	42	443
WIGTOWN—	1904.			
Stranraer - - -	Mar. 18	Feeding of Dairy Cows.	46	
Glenluce - - -	„ 18	Varieties of Oats.	14	
Newton-Stewart -	„ 25	Seeds and Pastures.	12	
Whithorn - - -	„ 25	Feeding of Dairy Cows.	24	96
		Total Attendances -		3,325

Demonstrations by the Staff at the College Experiment Station took place before 1,111 visitors, drawn principally from Farmers' Societies and Clubs, between 6th June and 30th September, 1903.

DAIRY EXTENSION WORK.

Counties and Centres.	Subjects.	No. of Meetings.	Daily Average Visitors.	Pupils Attending.
LANARKSHIRE.				
Forth	Cheesemaking and Buttermaking	10	9	13
Crawford	Buttermaking	10	17	7
Chapelton	„	10	12	8
Shotts	„	10	5	12
Dunsyre	„	10	10	14
BUTESHIRE.				
Torryling (Arran)	„	9	10	14
Shedog (Arran)	„	10	12	10
Ardnahoe (Bute)	„	5	17	7
Little Kilmory (Bute)	„	5	17	6
MORAYSHIRE.				
Dallas	„	10	20	12
Alves	„	10	17	12
PERTHSHIRE.				
Kincardine (Doune)	„	10	5	14
STIRLINGSHIRE.				
Airth	„	16	5	12
Avonbridge	„	16	4	9
Bannockburn	„	33	5	11

SCHOOLS OF ART.

Special Reports as to the character of the instruction in various Schools of Art, by Mr. E. A. Walton, R.S.A., March, 1904.

I have visited the following Schools of Art in Scotland, viz.—The School of Art, Glasgow, the Royal Institution School of Art, Edinburgh, the Heriot-Watt College Art Classes, Edinburgh, the Technical Institute Art Classes, Dundee, and Gray's School of Art, Aberdeen.

On beginning my work of inspection, I was accompanied by the officers of the Department charged with the special oversight of the Science and Art Work; and at each School I was attended by the Director, or Head Master. I visited every class, morning and evening, that was held during my stay in the four cities; I interviewed each separate master

gave advice on the particular work of each class, examined the work in hand of the students and looked at specimens of finished work which were set out for my inspection and criticism.

In this report I have dealt, as requested particularly with the drawing and painting classes.

Before I was requested by your Lordships to visit the schools, I had had opportunity from time to time of seeing the working both of the old and new systems of training Art students, particularly in the Glasgow School of Art.

It is my opinion that the present state of the schools is a great improvement on the past, and if all the classes of the schools were brought into line with the best classes I have seen under the new system, the Art student would now be able to receive as designer, craftsman, or artist, as complete and thorough a training as he could get anywhere at home, or abroad.

A greater union between the Schools of Art in Scotland should be encouraged, and I advise that all the masters should visit the different schools from time to time.

I therefore recommend that the masters charged with the oversight of the classes for painting and drawing from life and antique should in particular visit the Glasgow School of Art—where I found the system best carried out with regard to these classes.

The excellent collection of Architectural casts in the Royal Institution, Edinburgh, should be made more use of, and I would therefore advise that every Art school in Scotland should have a complete set of copies of this specially fine collection, also that every school should help as far as possible in spreading copies of its best properties in this way.

I further recommend that the masters of the various architectural classes of all the schools should visit that held by the Royal Institution, Edinburgh.

There is a very distinct effort being made to bring the board school drawing classes for children into closer touch with the system of the Art schools; I made it my business when in Scotland to visit two of the board schools to make myself acquainted with the system employed. I was greatly impressed with this department of general education; I think it augurs well for the future, for every branch of handicraft and learning will be greatly aided by it, and it will materially raise the standard of the Art schools.

In the Art schools themselves, every encouragement should be given by the masters to the sketching clubs, as it helps greatly to raise the standard of the students' work, and encourage their individuality.

The Glasgow School of Art.

I visited the above school on the 8th and 9th of February. The school is finely equipped and the Director is thoroughly alive to all its requirements. The work in nearly all the departments is excellently carried on with much interest and enthusiasm.

The great difficulty in such a school is to keep the students alive and keen, and in the Glasgow School of Art there is very little to find fault with—there were, however, exceptions which I pointed out to the Director, and I found that in these cases he had already contemplated certain changes to rectify matters.

The Glasgow School of Art takes a first place in the Art Schools of Scotland, perhaps I ought to except (with regard to its architectural classes) the Royal Institution, Edinburgh.

As a consequence of the able management of the school—and in spite of the fine building so lately erected—more space is required. At the present time many classes are overcrowded, and part of the upper hall or museum is screened off for the purpose of making an extra class room. The museum is a most valuable feature, and it is regrettable that any of it should be shut off from the general use of the student. I therefore advise that the entire building be completed according to the original plans as soon as possible. But I would recommend that, until the building is completed, the number of students should be reduced by cutting off those who prove themselves to be inefficient, and by applying an entrance test; this would also raise the general standard of the school.

The system followed by the school (in the drawing and painting from the antique and life classes) of teaching the students to draw, and paint the figure life size, is excellent for the more advanced students. It was evident to me, however, from some of the studies, that some of the students were not quite prepared for this stage. As a general rule no figure should be drawn or painted life size, half life size is large enough, where the space for working in is within ordinary and reasonable limits, and only when the students are thoroughly advanced should they be allowed to draw or paint on a larger scale.

To the student who is making naturalistic studies of the figure on the so-called life size scale, I should like to point out that the figure should not be life size by actual measurement on the canvas. I saw excellent studies of the so-called life size by the students of this school marred by not being on an exact and reasonable scale.

As regards drawing from the antique in this school, the work was most thorough in its study, and the result was good, but a freer use of material is required. It seemed to me that the student was more encouraged to use chalk pencils than charcoal, and the result was in some cases a certain amount of mannerism and unnecessary labour was also expended in making pretty shading. Both mediums have their advantages and their drawbacks, but the use of both should be more encouraged, and would, in my opinion, tend to remove these defects in the work.

In the still life painting classes, the same principle of an exact scale in drawing should be adhered to. The student in these classes might also be taught care in the preparation of his canvas and the use of non-fugitive colours.

Painting and drawing in the school, excellent as it is in all the different classes, would be materially improved by adherence to the above advice; the student would find himself less hampered by material and less confused by a too complicated palette. The various studies shown me convinced me of the faults arising from the neglect of these principles.

In the modelling classes the work on hand was only in a very preliminary stage, and I had no opportunity of seeing any final results.

The embroidery and design for embroidery, practised in the Glasgow School of Art, are marked with great distinction of style. These classes are doing work of a very high order, and many excellent results are achieved. In spite of much talent displayed, however, the results are not altogether convincing to me.

The modern movement of Art, as applied to design, has greatly influenced these particular classes, and the fact that the result is not thoroughly convincing seems to me to be because the designs are not sufficiently based on the sound study or direct inspiration of nature as practised in the other department of the school. When human figures are employed, the fault is most evident; but it is also evident in the designs of ornamental forms. I do not in any way intend to discourage the influence of the modern movement in Art work. In fact, I would have it introduced, when possible, in the Architectural department of the Glasgow School, but it should work hand in hand with a closer study of nature, and of the classic orders. The movement as applied to Design and Architecture seems to me to require to go back to first principles, origin, construction, proportion, etc. Further, I should advise that the architectural students studying the classic orders would do well themselves to go back more to these first principles as their work greatly requires it.

Edinburgh Royal Institution School of Art.

I visited the above school on the 12th, 16th, and 17th February. The school has made a distinct, and so far successful, effort to improve its classes in the last year or two, and it is being brought well into line with the best type of classes I visited in Scotland. It seems to me, however, that in order to make the further necessary advance, the services of an additional master, or director, are required.

The most successful feature of the Royal Institution Art Classes seems to me to be the Architectural school; there is a certain activity about it that inspires the student. It possesses a fine library and an excellent historical collection of casts of architectural fragments. This department is kept in admirable working order, and as an example would be of great value to the other schools of art in the country.

The present Renaissance of Architecture, which has influenced some of the younger Scottish architects, seems not to be recognised by this school. I am inclined to think that the classes might be brought into touch with this Renaissance, on account of its vitality and force, which will have to be reckoned with in the future. Much of the work of this younger school of architects is fantastic, and inclined to run to seed, but bringing this new life into the school would have a good influence on the students, would inspire original work, and make the students of the classic orders more critical of certain accepted forms, and would also, in my opinion, have a good influence upon the Renaissance itself outside the schools. I may here point out that this is in accordance with my remarks upon the embroidery classes in the School of Art, Glasgow.

In contrast to the Architectural Gallery, the antique gallery gives one a feeling of great surprise. The collection of casts is excellent as a whole, some additions, however, might be made with advantage, but the gallery itself is in shocking order, and would demoralize any worker by its dingy character. I therefore strongly advise that this particular gallery be redecorated immediately, roof and walls coloured a light tone, and a number of the casts cleaned, under the direction of a sculptor. Some other classrooms in the building seem to be almost in a similar condition, and no time should be lost in having this matter attended to. Apart from this serious defect, which is bound to exercise a deteriorating influence on the work of the students, the system of teaching drawing and painting seems to me to be excellently carried out. I should strongly recommend however, that the life classes be held daily.

Advanced students should be encouraged to make life size drawings and paintings of the figure, and I should like to point out that there is an exact scale upon which the student should base his drawing. I found the students in this school using a simple palette to good effect.

The modelling class in this school is good, and carried on with considerable life and enthusiasm.

The book binding classes are well directed by a thoroughly skilled craftsman, employing good and sound designs.

The class for technical and ornamental design is well carried out and very good work of a high order is done. I have only one suggestion to make regarding the work of this class, viz., that although many of the designs are directly inspired from nature, still more thorough study could be done in this direction with advantage to the students.

Edinburgh Heriot-Watt College School of Art.

I visited this school on the 15th and 16th February. The school is worked on excellent lines, and the staff of masters over all is good, an extra master however, is, in my opinion, required for the more advanced work, so that the present head-master could have more time to supervise and act as general director. In the classes for drawing and painting from the antique and life, I found the work reached a high standard. In my estimation, however, the amount of drawing from the life attainable by the student, though it may meet the requirements of designers and craftsmen, is quite inadequate for the requirements of the artist student. I am fully convinced that such a student should have opportunity given him to draw and paint from the life every working day of the week, and in his more advanced stages he should devote at least six hours a day to this study.

Advanced students should be encouraged to make life size drawings and paintings from the figure, and I should like to point out that there is an exact scale upon which they should base their drawings.

The modelling classes in this school are doing good work, as far as they go, but they should be encouraged to make more use of natural objects to design and model from. A life class for modelling is urgently required, and, if an extra room cannot be secured for it at once, a draped model for the study of the head should be arranged for immediately.

It is advisable also that the modelling student should have access to a collection of architectural fragments, such as those in the Royal Institution School of Art.

There are no architectural classes in the art school. This department is classified with the technical and science classes of the college. This might be kept as it is, but it is a well accepted fact, and one that should not be lost sight of, that architectural students should work in the general classes of an art school, drawing and modelling from the antique and life.

The study of natural objects in this school, and the illustrations and home excercises, showed very good results.

Dundee Technical Institute Art Classes.

I visited the art classes of the above Institute on the 9th and 10th February, and I find that they are of a very limited character.

The department for ornament study, and designs for textiles is the most active, and some very good work is done by it.

The elementary principles of pattern planning, the analysis of simple patterns, and repeating designs, plant forms, and their adaptation to purposes of design are well studied.

The architectural class is practical, and good work is done by it. The principles and the history of architecture seem to be well taught.

The limited character of the school retards the very good efforts made by the classes I have mentioned.

The life class is only held one day in the week, and, owing to want of space, the antique figures are put aside to make room for elementary studies.

With regard to the work of the life class, and the classes for drawing and painting from the antique and still life, the students should be encouraged to make life sized drawings and paintings, and I should like to point out that there is an exact scale upon which they should base their drawings.

There is now no modelling class in the school, whereas seven years ago, eight or nine advanced students worked under the direction of a sculptor.

The space allotted by the Institute for this department has been cut down, and the art school is being crushed out. Many private art classes are now held outside the Institution, and are well attended. It would be well if these could be in some way united to the art school, and in particular the good designing and embroidery school, which exists outside, might be brought in if suitable accommodation could be offered to it.

At least four times the present accommodation of the art school should be provided, and another master should be appointed to organise and set certain additional departments in good working order. The present master has done excellently with the accommodation afforded him.

Aberdeen Gray's School of Art.

I visited the above school on the 10th and 11th February. I inspected the classes and found the system admirably carried out, and the school well directed in all the departments. The activity and keen interest shown by the masters and students are very marked.

At this school in particular I made lengthy criticisms to each master regarding the work of his particular class.

With regard to the higher branches of life and antique work, I would advise that to further develop these classes an extra master should be appointed

The life classes should be held at least five days a week—two days being, in my opinion, quite an inadequate time to devote to what is the most important study of all.

The most advanced students should be encouraged to make life size drawings and paintings of the figure, and I should like to point out that there is an exact scale upon which the student should base his drawings.

In the still life painting classes it would be advisable for the students to pay more attention to the backgrounds. The backgrounds should be studied as carefully as the objects themselves. This leads the student later to carefully study the background when he is painting a head or a figure.

The ornamental modelling classes should, in my opinion, devote more time to designing and modelling from life and from natural objects rather than from so many classic ornaments and designs.

A large quantity of granite ornamental carving is done in Aberdeen for tomb stones, etc. At present this work is mostly of a very stereotyped kind and the school of art should make a distinct effort to influence the carver and induce him to make use of better classes of ornament, and a more varied treatment. I should, therefore, suggest that a proficient architect might be appointed to deal specially with this matter.

The following suggestions made by Mr. Walton were also incorporated in each of the foregoing special reports communicated to the Schools :—

With regard to colour, a student's palette should be limited to the absolutely necessary colours. A nude figure rarely has a yellow tint exceeding that of yellow ochre—a red exceeding that of light red, or a blue exceeding that of black mixed with white. There is, of course, no limit to the colours that may be in the background, and it is interesting at times to put a point of vivid colour in the background, and then that extra colour should be added to the palette—but, as a general rule, the above mentioned colours, yellow ochre, light red, and black and white, are sufficient. Should these colours produce a black and inky effect in the student's work it is only evident that he has not dealt with his materials wisely—and until he understands the possibilities of these colours, no others should be added to his palette. It is well known that many of Velasquez' greatest masterpieces were painted with a similarly limited palette.

I would also advise that the preparation of canvas should be understood by every student; it should be a part of his necessary training to learn to prepare his canvas. The canvas can be prepared in two or three ways—for the student a toned ground is preferable, and as a rule a warm grey is best. When a tempera priming is used, the study may be drawn in with charcoal, and then fixed with a fine spray of turpentine and a little oil or varnish. When an oil ground is used, before beginning to draw, the canvas should be washed with Fuller's earth and water, to remove all fatty matter from it, and when quite dry again, the study commenced in charcoal. Should, however, the painting stand unfinished for any length of time, the surface should be washed again and again, until all grease is removed from it.

Students should make a careful study of pigments, and no fugitive or unreliable colour should be allowed. Many authorities have written on these subjects, and the best information should be put into the hands of the student by his master, from the beginning. It is often said that it is not important for a student that he should use absolutely permanent colours, and also that cracking and discoloration do not matter in a student's work, but I know from experience that the student should be taught to practise extreme carefulness from the very beginning, otherwise he will be greatly handicapped in his future career. Nearly all the great masters were trained in youth to practise exceeding carefulness.

Mr. Walton expresses a high opinion of the plan adopted by the Governors of the Glasgow School of Art of procuring masters with the best foreign training to take charge of such important classes as painting and modelling from the life. He points out that training of the kind these masters have had has not been readily available in Britain in the past generation, and dwells upon the benefit to the schools from the stimulus of fresh ideas, and the opportunity of seeing other methods of working. He strongly recommends that the Governors of the other schools should make themselves acquainted with the working of this plan in the Glasgow School of Art.

On the other hand, he is convinced that the term of office of such foreign masters in any one school should be limited—say to a term of three years at most—though the same master might very well be employed for a certain period in each of several schools in Scotland consecutively.

TABLE No. 4.

CENTRAL INSTITUTIONS.

Statement shewing the *number of Students instructed* in, and the *grant made by the Department* to, the nine *Central Institutions* working under Special Minutes in accordance with the terms of Article 87 of the Continuation Class Code for the *Session ended 31st July, 1904.*

Name.	*Number of Students instructed.		Grant from the Department.
	Day.	Evening.	
			£ s. d.
Aberdeen Gordon's College and Gray's School of Art ..	42	744	1,104 1 6
Dundee Technical Institute	—	1,004	1,412 6 2
Edinburgh and East of Scotland College of Agriculture	73 (Central only).	129 Classes	2,204 6 11
Edinburgh Heriot-Watt College	223	3,953	2,930 15 5
Glasgow and West of Scotland Technical College ..	489	4,212	5,188 17 5
Glasgow Athenæum Commercial College	224	964	614 5 0
Glasgow School of Art	239	1,245	2,142 8 4
Leith Nautical College...	168	69	322 8 1
The West of Scotland Agricultural College ..	79 (Central only).	55 Classes	2,680 17 10
Totals	1,537	12,375	18,600 6 8

Note.—A grant of £500 to the Agricultural Department of the Aberdeen University was met from the further sum available under Section 2 sub-section 4 of the Local Taxation Account (Scotland) Act, 1898.

The grant to the Aberdeen and North of Scotland College of Agriculture —an institution which has now taken the place of the Agricultural Department of the Aberdeen University—will be determined in accordance with the principles laid down in Article 87 of the Continuation Class Code.

* For further particulars see detailed Statistics in connection with the various reports.

PART V. OF APPENDIX.

SECONDARY EDUCATION.

(*Circulars to Secondary Education Committees.*)

C. 359.

SCOTCH EDUCATION DEPARTMENT,

31*st July*, 1903.

SIR,

My Lords will be glad to receive at your early convenience the *Annual Statement of the Accounts* of your Committee, together with a *Short Report* on the work of the Committee and the progress of Secondary and Technical Education in their district during the past year. I am accordingly to request that you will be good enough to forward to this Department, on one of the enclosed forms, a certified statement of the Accounts of your Committee for the 12 months ended 15th May, 1903, together with Summaries (on one of each of the enclosed forms) showing the amount paid on account of each School or Scholar during the same period. Additional forms for the Summaries will be supplied if required.

I am also to call your attention to the terms of paragraph 18 of the Minute of 10th June, 1897, and to request that my Lords may be informed *before the 1st November next*, whether your Committee propose to distribute the grants available to them for purposes of Secondary and Technical Education during the current financial year under their *Existing Scheme*, or whether they propose to submit an *Amended Scheme* under paragraph 14 of the Minute for the distribution of such grants. If the scheme has been in operation for some length of time, the considerations set forth in the present communication should receive the serious attention of the Committee before a decision is arrived at with regard to the current year's proposals, and the changes made in the Day School Code of 1903, so far as they relate to the Merit Certificate, and the substitution of "Supplementary Courses" for "Advanced Departments," should not be overlooked in the revision of the scheme.

If, after due consideration, the Committee resolve to follow the former course, it will be sufficient that a certified copy of their resolution be forwarded to this Department, but if a new scheme is adopted, the Committee should, as soon as the draft of the amended scheme has been submitted to the Department, announce, by advertisement in one or more newspapers circulating in the district, as nearly as may be in the form shown in Appendix I., that the scheme has been submitted, and should forward to the Department copies of the newspapers containing the advertisement.

The *scheme* should be submitted *in duplicate*, and should be framed so as to show clearly, in separate paragraphs, duly numbered, the particulars relating to the proposed allocation of the grant. The *Report* on the work of the past year and the *scheme* for the current year should not be combined in the same document.

The amount available for distribution amongst the Secondary Education Committees for the year 1903–1904 is the same as last year. Particulars are shown in the Table appended (See Appendix II.).

Your Committee have already been informed of the amounts (if any) payable to them in respect of the year 1902–1903 for purposes of Technical Education under the provisions of paragraph 11 of the Minute of 10th June, 1897.

My Lords would again direct attention to the following considerations which they think should be kept in view by Committees in formulating schemes for the current year. It is by such considerations that My Lords will be guided in dealing with the proposals made.

(1.) The primary object of the funds administered by Committees is the promotion of Higher Education—which may, with sufficient exactness, be defined to be systematic education beyond the stage required for enrolment in Supplementary Courses or Higher Grade departments—Article 29 of the Day School Code for 1903—by means which supplement the provision which ought to be made for that purpose from the school fund of any particular district, but do not relieve the burden which may fairly fall upon that fund.

(2.) Provision for this purpose may be made in two forms—(i.) by grants to suitable schools; (ii.) by the provision of bursaries and free scholarships to individual pupils. These two objects are quite distinct, and confusion is apt to result from the attempt to combine them, as, *e.g.*, by making the grant to a school depend on the provision of a certain number of free places. The grant to each school ought to be determined by the considerations stated in the next paragraph; the free scholarships should be regarded as grants to *individuals*, and should take the form of paying either through the pupil, or directly to the Managers of the school, the *normal* fees of the school attended by the pupil to whom the scholarship is granted.

(3.) (*a*) Grants to schools should, unless in very exceptional circumstances, be confined to Higher Class Schools and Higher departments of State-aided schools. The amount should not vary directly with the attendance or with the number of Leaving Certificates gained, but should be determined solely by consideration of the needs of the school as shown by a statement of income from fees, grants, Common Good, etc., and of estimated expenditure upon equipment, staff, etc., provided that suc...

expenditure is approved by the Committee as reasonable. The Department will continue to obtain and forward for the information of the Committee such a statement for all schools in their district upon forms applicable to each class of school, copies of which are enclosed herewith.

(*b*) It is recommended that the Committee's grants should not be of fixed amount (except as regards a maximum limit) but should be a definite proportion of the deficiency as shown by the school accounts at the end of the school or financial year. In no case should they be such as entirely to relieve Managers from the necessity of making some contribution from their own funds, and in all cases the Committee's contribution should secure for the school some positive addition to such normal equipment and staffing as might naturally be provided from the school fund. From an examination of the returns made by School Managers on Forms S. 14 and S. 20 (copies of which have been furnished your Committee from time to time), it is clear that these conditions have not always been fulfilled in the past, and my Lords trust that your Committee will co-operate with them in endeavouring to secure, by a careful scrutiny of such returns, that any grant made is not used in substitution for, or in relief of, rates (paragraph 20 of the Minute). A certificate that such investigation has been made should be appended to the Committee's annual report, and special mention should be made of all cases where the Committee has reason to doubt the propriety of the expenditure.

(*c*) My Lords do not regard individual successes in the Leaving Certificate Examination as a suitable basis for the distribution of grants. But the general result of these examinations in any particular case—the circumstances of the school being taken into account—will aid the Committee in determining whether the grant should be continued at all, or continued with such stipulations for increased efficiency as they may think it necessary to make.

(4.) (*a.*) The conditions of the competitions for bursaries, &c. should be such as to give an equal chance to all scholars irrespective of the class of school in which they may perforce have received their previous education. All schools may reasonably be expected to give instruction in Elementary subjects up to the standard required under the Code of 1903, but all cannot be expected to be in a position to give their pupils special preparation in the initial stages of Secondary subjects. It follows that these latter subjects should, as a rule, be excluded from the scope of the selective examination if the bursaries are to serve in any degree as a means of giving the brighter pupils from the less favoured schools an opportunity of entering upon a course of Secondary Education. Ordinarily, therefore, the subjects for examination should be confined to those required for enrolment in Supplementary Courses, and the limit of age should be fixed accordingly. With a view to prolonging the attendance of

bursars at Secondary Schools or Departments, bursaries might with advantage, be arranged on a sliding scale, increasing in amount with each year of tenure.

(*b.*) My Lords again recommend that special grants should be made, through Managers, to the teachers of schools not otherwise in receipt of aid under the scheme, on account of duly qualified pupils from their schools, who, whether as the result of a bursary competition or otherwise, have passed into and remain for a reasonable time at an approved Secondary School or Department. Such grants, which should be moderate in amount, will not be regarded as subject to the £10 limit referred to in paragraph 10 (*e*) of the Minute, and payment is not conditional upon the production of a Certificate under the provisions of paragraph 21 of the Minute.

Additional copies of this Circular are enclosed for the use of members of the Committee.

I have, etc.,

H. Craik

APPENDIX

FORM OF ADVERTISEMENT.

COMMITTEE ON SECONDARY EDUCATION FOR THE COUNTY (*or as the case may be*) OF_____

NOTICE is hereby given that the Committee on Secondary Education for the County (*or as the case may be*) of_____have this day submitted to the Scotch Education Department a scheme for the distribution of the sum available to them under Section 2 (1) (*b*) of the Education and Local Taxation Account (Scotland) Act, 1892, and the Minute of the Committee of Council on Education in Scotland, dated 10th June, 1897, as amended by the Minute of 30th April, 1900; and that in accordance with paragraph 16 of the said Minute, the Scotch Education Department will, during one month from this date, be prepared to receive any objections to such scheme made to them in writing by any public body or persons interested in the same. Statements of objections should be forwarded in duplicate.

Copies of the Scheme may be obtained from the Committee by School Boards or other school managers in the district at a charge of_____(*not to exceed one shilling*).

(Signed)_____

Clerk to the Committee.

Address_____

_____

Dated this_____day of_____1903.

APPENDIX II.

TABLE showing how much each Committee will receive of the sum of 55,300*l.* under the Minute of 10th June 1897, as amended by the Minute of 30th April 1900.

County.	Fixed Grant.	Amount of Grant according to Population.	Total.
	£	£ s. d.	£ s. d.
Aberdeen (excluding Burgh)	200	1,702 17 0	1,902 17 0
Argyll	200	788 10 10	988 10 10
Ayr	200	2,691 3 4	2,891 3 4
Banff	200	656 5 9	856 5 9
Berwick	200	330 12 6	530 12 6
Bute	200	199 10 11	399 10 11
Caithness	200	359 14 11	559 14 11
Clackmannan	200	338 17 11	538 17 11
Dumbarton	200	1,210 3 10	1,410 3 10
Dumfries	200	770 16 1	970 16 1
Edinburgh (excluding City and Leith Burgh)	200	992 17 2	1,192 17 2
Elgin	200	472 12 10	672 12 10
Fife	200	2,324 7 9	2,524 7 9
Forfar (excluding Dundee)	200	1,305 9 4	1,505 9 4
Haddington	200	410 13 6	610 13 6
Inverness	200	956 14 5	1,156 14 5
Kincardine	200	334 19 4	534 19 4
Kinross	200	70 15 7	270 15 7
Kirkcudbright	200	419 13 3	619 13 3
Lanark (excluding Glasgow City and Govan)	200	5,133 5 2	5,333 5 2
Linlithgow	200	705 14 4	905 14 4
Nairn	200	92 12 7	292 12 7
Orkney	200	304 16 6	504 16 6
Peebles	200	159 13 8	359 13 8
Perth	200	1,316 19 2	1,516 19 2
Renfrew	200	3,128 19 10	3,328 19 10
Ross and Cromarty	200	812 0 1	1,012 0 1
Roxburgh	200	515 2 9	715 2 9
Selkirk	200	248 8 3	448 8 3
Shetland	200	299 3 3	499 3 3
Stirling	200	1,507 13 9	1,707 13 9
Sutherland	200	227 14 5	427 14 5
Wigtown	200	345 16 0	545 16 0
School Board Burghs.			
Edinburgh	200	3,368 10 5	3,568 10 5
Glasgow	200	6,622 1 0	6,822 1 0
Aberdeen	200	1,630 8 4	1,830 8 4
Dundee	200	1,711 17 9	1,911 17 9
Leith	200	822 10 3	1,022 10 3
School Board Parish.			
Govan	200	2,209 16 3	2,409 16 3
Total £.	7,800	47,500 0 0	55,300 0 0

M 76.

SCOTCH EDUCATION DEPARTMENT,

20th August, 1904.

SIR,

My Lords would be prepared to sanction the continuance of the existing scheme during the current financial year, unless the Committee are of opinion that the submission of an amended Scheme, under paragraph 14 of the Minute of 10th June, 1897, is desirable. But if the Committee agree that the grants may be distributed under the present approved conditions, a certified copy of their Resolution to this effect should be forwarded to the Department.

Your Committee have already been informed of the amounts (if any) payable to them in respect of the year 1903–1904 for purposes of Technical Education. The amount available for Secondary Education for 1904–1905 is the same as last year.

The enclosed Forms S.17, S.18 and S.19, applicable to the year ended 15th May, 1904, should be duly completed and forwarded to this Department at your early convenience. At the same time a short Report on the work of the Committee, and the progress of Secondary and Technical Education in the district during the past year, should be submitted.

A copy of their Lordships' circular letter of 31st July, 1903, is enclosed for the information of the Committee.

I have, &c.,

H. CRAIK.

LIST OF SECONDARY EDUCATION COMMITTEES

[APRIL, 1905.]

No.	County, Burgh, or Parish.	Inspector nominated by Department to Act on Committee.	Name and Address of Clerk.
	BURGHS.		
1	Edinburgh	A. E. Scougal, Esq.	R. G. Scott, Esq., W S., 6, Hill Street, Edinburgh.
2	Glasgow	A. R. Andrew, Esq.	G. W. Alexander, Esq., 120, Bath Street, Glasgow.
3	Aberdeen	J. Boyd, Esq.	G. Cruden, Esq., 9, Golden Square, Aberdeen.
4	Dundee	J. M. Wattie, Esq.	J. Thornton, Esq., 15, Albert Square Dundee.
5	Leith	A. O. Barrie, Esq.	R. Hardie, Esq., 8, Links Place, Leith.
	PARISH.		
6	Govan	A. R. Andrew, Esq.	J. A. Craigie, Esq., 151, Bath Street, Glasgow.
	COUNTIES.		
7	Aberdeen	J. Boyd, Esq.	John Clarke, Esq., 7 Chanonry, Old Aberdeen, Aberdeen.
8	Argyll	D. Munro Fraser, Esq.	M. Sinclair, Esq., County Buildings, Lochgilphead.
9	Ayr	A. Lobban, Esq.	J. E. Shaw, Esq., County Buildings, Ayr.
10	Banff	J. Boyd, Esq.	J. G. Fleming, Esq., Town and County Bank Buildings, Keith.
11	Berwick	W. Y. King, Esq.	Joseph Wilson, Esq., County Clerk, Duns.
12	Bute	A. R. Andrew, Esq.	R. D. Whyte, Esq., County Office, Rothesay.
13	Caithness	J. A. Macdonald, Esq.	J. Young, Esq., County Clerk's Office, Thurso.
14	Clackmannan	A. D. Millar, Esq.	J. Cuthbert, Esq., Candleriggs, Alloa.
15	Dumbarton	A. R. Andrew, Esq.	H. Hutcheson, Esq., 115, Wellington Street, Glasgow.
16	Dumfries	Dr. Thomson	John Robson, Esq., County Buildings, Dumfries.
17	Edinburgh	A. O. Barrie, Esq.	J. Stewart, Esq., S.S.C., 3, Thistle Court, Edinburgh.
18	Elgin	W. W. McKechnie, Esq.	J. McIsaac, Esq., Elgin.
19	Fife	Dr. Dunn	W. D. Patrick, Esq., County Buildings, Cupar-Fife.
20	Forfar	J. M. Wattie, Esq.	A. W. Myles, Esq., National Bank Buildings, Forfar.

No.	County, Burgh or Parish	Inspector nominated by Department to Act on Committee.	Name and Address of Clerk.
21	Haddington	A. O. Barrie, Esq.	John D. Watson, Esq., County Clerk's Office, Haddington.
22	Inverness	J. L. Robertson Esq.	Messrs. Anderson and Shaw, W.S., Inverness.
23	Kincardine	J. Boyd, Esq.	A. W. Kinnear, Esq., Stonehaven.
24	Kinross	A. D. Millar, Esq.	W. K. Falconer, Esq., Kinross.
25	Kirkcudbright	Dr. Thomson	Adam Brown, Esq., County Buildings, Kirkcudbright.
26	Lanark	R. Harvey, Esq.	J. A. Craigie, Esq., 151, Bath Street, Glasgow.
27	Linlithgow	A. E. Scougal, Esq.	J. G. R. Henderson, Esq., Linlithgow.
28	Nairn	W. W. McKechnie, Esq.	H. T. Donaldson, Esq., Nairn.
29	Orkney	J. Boyd, Esq.	Duncan J. Robertson, Esq., Kirkwall.
30	Peebles	W. Y. King, Esq.	J. Ramsay Smith, Esq., County Clerk, Peebles.
31	Perth	J. Clark, Esq.	D. Marshall, Esq., County Buildings, Perth.
32	Renfrew	D. Munro-Fraser Esq.	James Caldwell, Esq., County Buildings, Paisley.
33	Ross and Cromarty.	J. L. Robertson, Esq.	Alex. Ross Esq., Dingwall.
34	Roxburgh	W. Y. King, Esq.	P. Stormonth Darling, Esq., County Clerk, Kelso.
35	Selkirk	W. Y. King, Esq.	John Steedman, Esq., County Clerk, Selkirk.
36	Stirling	A. D. Millar, Esq.	Patrick Welsh, Esq., County Buildings, Stirling.
37	Sutherland	J. A. Macdonald, Esq.	Archibald Argo, Esq., Golspie.
38	Wigtown	Dr. Thomson	C. A. McLean, Esq., Wigtown.
39	Zetland	J. Boyd, Esq.	A. Sutherland, Esq., Lerwick.

LIST OF SCHOOLS recognised by the SCOTCH EDUCATION DEPARTMENT as HIGHER CLASS PUBLIC SCHOOLS under Sections 62 and 63 of the EDUCATION (SCOTLAND) ACT, 1872.

County.	Name of School.
Aberdeen	Aberdeen Grammar School (Boys).
	,, High School for Girls.
Ayr	Ayr Academy.
	Irvine Royal Academy.
Berwick	Duns, The Berwickshire High School.
Dumfries	Dumfries Academy.
Edinburgh	Edinburgh Royal High School.
Elgin	Elgin Academy.
Fife	Dunfermline High School.
	Kirkcaldy ,, ,,
Forfar	Arbroath ,, ,,
	Brechin ,, ,,
	Forfar Academy.
	Montrose ,,
Haddington	Haddington, Knox Institute.
	North Berwick High School.
Kirkcudbright	Kirkcudbright Academy.
Lanark	Glasgow High School.
	Glasgow High School for Girls.
	Hamilton Academy.
Linlithgow	Linlithgow Academy.
Peebles	Peebles Burgh and County High School.
Perth	Callander, McLaren High School.
	Perth Academy.
Renfrew	Greenock Academy.
	Paisley Grammar School and W. B. Barbour Academy.
Roxburgh	Hawick Teviot Grove Academy.
Selkirk	Galashiels Academy.
Stirling	Falkirk High School.
	Stirling ,, ,,

April, 1905.

REPORT *for the year* 1904 *by* SIR HENRY CRAIK, K.C.B., on SECONDARY EDUCATION IN SCOTLAND.

MY LORDS, 8th August, 1904.

I HAVE the honour to submit to Your Lordships my thirteenth special Report upon Secondary Education in Scotland.

Financial Provision for Inspection and Examination.

As previous Reports have shown, the Education and Local Taxation Account (Scotland) Act, 1892, provides funds for the purposes of inspection and examination. It has thus far been possible, in all ordinary cases, to relieve the schools (except to a certain extent those under private management), and the candidates at the Leaving Certificate Examination, from the fees formerly exacted; but, in view of the increase of the work, the necessity of making such a charge, in order to prevent an undue deduction from the amount available for distribution for the general support of secondary education, must be contemplated.

INSPECTION AND GRANTS.

Number of Higher Schools Inspected.

The secondary and preparatory schools inspected, under Your Lordships' authority, were this year 100 in number, of which 32 are higher class public schools under the management of school boards, 24 are endowed schools, and the remainder (44) are schools under private management—whether that of a governing body or of a proprietor.

Methods Inspection.

I have explained in previous Reports the methods adopted in regard to the inspection of secondary schools. That was begun in 1886, and there is abundant evidence to prove that it has had a good effect in raising the standard of secondary education in Scotland. By means of it, attention ought to be quickly directed to any defects in method and organization. It has helped to show the difference between sound and specious work, and I trust that this result has been obtained with as little friction as possible, and that the authority of the local governing body, no less than the distinctive methods pursued by the staff of each school, has been duly respected. Our experience shows that no system of judging schools solely by the results of the Leaving Certificate Examination, without the further test of general inspection, would be satisfactory. The Inspectors have been encouraged to confer with the local authorities as to methods of instruction, to point out weaknesses, to show how defects might be removed, and to indicate the directions in which the curriculum might be most effectively developed. We have reason to know that such conferences have proved useful to managers and teachers, while the Inspectors have by means of them acquired new insight into the methods and aims of the schools. It must be noticed that an Inspector may often find it expedient to indicate defects rather than to report in distinctly condemnatory terms of the work of a school. It is the duty of the authorities of each school to study the reports with care, in the light of their own knowledge of local circumstances, and to act upon their own judgment in regard to the steps necessary to remedy any defects indicated. Nor is it less essential that these authorities should turn their attention to the various developments that in recent years have been given to secondary education, if their school is to keep pace with the requirements of the day.

Reports.

Marked Inefficiency rare.

The instances, which were not uncommon in the earlier years of inspection, where a school had become thoroughly inefficient by defects in methods or by unwillingness to deal courageously with a system which required radical reform, have practically disappeared. The annual inspection has applied a stimulating criticism to all the schools,

has given rise to a healthy public opinion in regard to them, and has, in combination with the Leaving Certificate Examination, made it almost impossible for a school to maintain its place if it should fail to keep in touch with the general advance in efficiency.

Liberty allowed to individual Schools.

While it is important to maintain a high standard throughout the various schools, it is not the aim of the inspection to mould the schools according to one uniform type. The Code now gives very wide discretion to the managers of secondary departments connected with primary schools. In regard to the secondary schools Your Lordships have always desired that local authorities should feel themselves free to vary the curriculum according to local needs; and while an occasional suggestion may be given, such suggestions are not intended to limit the initiative or the responsibility of local managers. The chief aim in the selection of Inspectors has been to obtain the services of those who, without being exclusively attached to special methods, have had experience in scholastic affairs, whose qualifications as to knowledge are well established, and who have the tact necessary to pronounce a candid judgment on a school without unduly trenching on the functions and responsibilities of managers and teachers. Provision has been made for a certain continuity of judgment by allowing the same person to visit a school several times, while criticism from a fresh eye has been secured by altering the Inspector, in the case of each school, from time to time. The appointment of an Assistant Director marked a very important development of the whole system, and I am convinced that the valuable services of Mr. G. Macdonald have materially added to the general efficiency of this part of the organisation. The working of the present arrangements is being very carefully watched, and further improvements will be introduced as opportunity may offer.

Selection of Inspectors.

Pronunciation of Modern Languages.

While absolute discretion has, as usual, been given to the Inspectors in regard alike to the methods of examination followed, and to the points selected for particular observation, they have again been asked to direct special attention to the pronunciation of Modern Languages, an aspect of the teaching that only admits of being adequately tested orally. Two or three years ago local managers were informed that schools where the report of the Inspector showed that this point had been neglected, were liable to be excluded from the Leaving Certificate Examination. Your Lordships next took the further step of making the issue of Leaving and Intermediate Certificates to individual pupils in every school dependent upon a satisfactory report being given by the Inspector as to the appearance made by each candidate under oral examination. That measure promises to have a very salutary effect. It is, however, still plain that many teachers do not yet fully realise how extremely important this side of Modern Language study is from the educational no less than from the practical point of view. Too often it appears to be taken for granted that pupils can learn by more or less haphazard imitation, without any attempt being made to give them systematic instruction in the formation of individual sounds, or definite guidance as to how to deal with combinations of syllables. The problem is no doubt an exceedingly difficult one, especially in regard to French; but it ought not to be regarded as insoluble. It has attracted much attention abroad of recent years, and the reports of the Inspectors show that the best results have invariably been attained by those teachers who keep themselves most closely in touch with the advances made in other countries. All interested in the teaching of Modern Languages have welcomed the prospect now opened up of greater facilities for their

scientific study being given in the Scottish Universities. It is much to be desired that better provision could be made for enabling those who intend to become teachers to supplement that scientific study by a definite period of residence abroad.

Local Effort essential for the proper equipment and prosperity of Secondary Schools.

On the whole, the progress which has been made in recent years is very satisfactory, but there are many points in regard to which further improvement is to be desired. The premises of the secondary schools do not in all cases compare favourably with those of primary and higher grade schools, the standard of which has in recent years been greatly raised. There are certain cases in which, by a liberal expenditure from the rates, or by private generosity, admirable premises have been erected for the secondary schools, and the result has been a marked advance in the prosperity of the schools. It is gratifying to find that the number of such cases is increasing. But School Boards still frequently show a certain timidity about incurring such expenditure from a fear that it may be considered to be an affair which interests one class only, and not the whole community. This is a matter which can be altered only by an improved public opinion. While no error can be greater than that of unduly multiplying the number of secondary schools, and thus producing a wasteful overlapping of agencies, it is to be hoped that the constituencies will become convinced that adequate provision for higher education is by no means a matter of interest to one class alone, but is of the most vital importance to every section of the community; that wise expenditure in this direction from local resources will be productive of much benefit, and will ultimately prove of the greatest profit to the inhabitants of the districts prepared to face it; and that no expenditure is more efficacious than that which develops the equipment of schools devoted mainly to secondary education in its various branches. Recent legislation has made further grants available for these schools; but whatever help in money, or through inspection and advice, may be given by the central authority, it is impossible to dispense with the essential element of local effort. I am glad to say that in several cases School Boards have taken a high view of their duties, and, in face of serious difficulties, are making earnest endeavours to promote the efficiency of the secondary schools under their charge. In other cases support has been wisely given to them by neighbouring districts, and it is earnestly to be desired that such measures of co-operation should be adopted in a larger number of cases. This would be one of the most efficacious influences for maintaining the high traditions of Scottish education and enabling it to expand so as to meet the advancing requirements of our own day.

Administration of Funds available under the Act of 1892.

The grant for Secondary Education, available under the Education and Local Taxation Account (Scotland) Act, 1892, has again been distributed amongst the various counties and larger burghs in proportion to population, and its allocation has been arranged in schemes drawn up by the Secondary Education Committees (first elected in 1893), and sanctioned by the Department. The Minutes of 10th June, 1897, and 30th April, 1900, to some extent checked the tendency to dissipate this grant in small payments over a large number of schools, the proper function of which is primary rather than secondary education, and which should look for assistance rather to grants under the Code than to this special fund. It is a matter of regret, however, that this tendency still prevails to some extent, and that payments have been made to schools of a lower grade, by means of which they are encouraged to retain scholars who would, with more benefit both to themselves and to the educational provision of the district, resort to the higher schools. It is greatly to be desired that the

grant should as far as possible be devoted to the development of the scope and the improvement of the equipment of carefully selected schools, and to the provision of means whereby promising scholars from other schools should be enabled to take full advantage of the opportunities open at the selected schools. A synopsis of the schemes which have been approved for the distribution of the grant, and particulars of the actual amounts received and expended by the committees, under each head, during the year ended 15th May, 1903, and the number of schools and individual scholars for whose benefit these payments were made, will be found in Tables VI. and VII. at the end of the Report. Speaking generally, we find that out of a total grant for the year ended 31st March, 1904, of 55,300*l.*, together with any balance in the hands of the committees from the grants of former years, about 20,000*l.* has been assigned in direct subsidies to secondary schools, and about 19,500*l.* in direct subsidies to higher grade schools and advanced departments of primary schools, in addition to anything which these schools and departments may receive in the form of capitation grants. It is satisfactory to find that an increasing number of committees are making provision for the payment of subsidies to schools in the shape of a definite proportion of the deficiency as shown by the school accounts at the end of the school or financial year. The larger portion of what remains is allocated for capitation grants and bursaries.

Reference to Synopsis of Schemes.

General Result.

The Grant of 1898.

The grant under the Local Taxation Account (Scotland) Act, 1898, placed further funds at Your Lordships' disposal for the assistance of secondary schools. The important function which these schools have hitherto performed in Scottish education can hardly be denied; and it is to be hoped that, in view of the liberal grants which the Code offers to the secondary departments of schools aided from the Parliamentary vote, the limited sum thus set apart for the secondary schools will not be grudged to them. In particular, it should be noticed that the claims of science teaching as a part of secondary education are rapidly advancing, and that the provision of adequate apparatus for such teaching, and the employment of a sufficient staff of specially qualified teachers, impose burdens which can hardly be met by local effort, even with the aid of the special monies to be hereafter referred to. In regulating the distribution of this grant under the Minute of April 27, 1899, the Department, while allowing full liberty of suggestion to local managers, has consistently endeavoured to secure that the money allocated should be expended in a manner directly tending to increase the efficiency of the schools that participate. Claims to share in the grant under paragraph 3 of the Minute were allowed on behalf of 55 schools in respect of the year 1903-1904. In determining the amount of grant to be awarded to each school a comparatively small sum of fixed amount has been increased according to (1) the number of scholars over 12 years of age in average attendance, and (2) the proportion which the expenditure upon Higher Class Public schools from the rates bears to the total valuation of the district. The grant to each school has further been kept within maximum and minimum limits of 750*l.* and 350*l.* A full list of the schools which have benefited, together with a complete statement of the income, liabilities, and expenditure of each will be found in Tables I. and II. at the end of this Report. Table IV. contains a statement for the year 1902–1903, showing, for each school, the number of pupils of various ages on the roll, and the average attendance of pupils, as well as the number of graduate and non-graduate teachers employed. Table V. explains the present position of the special fund established under paragraph 6 of the Minute.

Principles by which its distribution is regulated.

Reference to Statistics.

Science and Art Grants.

Under the Minute of 30th May, 1903, further monies are available for the encouragement of the teaching of Science and Art in the secondary schools. Particulars of the grants so paid for the year 1902–1903 are given in Table III. With regard to the character of the work, it is satisfactory to find that the Inspectors are able to speak of distinct progress. It is to be feared, however, that the teaching of Science in schools will always be to some extent hampered until the subject receives full recognition in the entrance and bursary examinations of the Scottish Universities. There are still several schools where only a two years' course is provided, and others where the laboratory is regarded as a refuge for the incompetent. The question of satisfactory courses for girls remains unsettled. It seems clear that, during the first two years, boys and girls should go through the same course in elementary physics and chemistry. It is in the third and fourth years that the difficulty arises. Electricity, which is the favourite subject for boys, appeals less strongly to girls and also requires more mathematics than many of them can command. There is a general consensus of opinion in favour of botany as part of an advanced course for girls, but this science is too purely observational to be in itself a satisfactory sequel to a course in physics and chemistry. Physiology, which has strong claims from the utilitarian point of view, is not well adapted for school teaching. It has been suggested that a course in chemistry and heat, in which the connection of these sciences with household affairs—cookery, clothing, ventilation, etc.—would be specially emphasized, could be made both interesting and educationally satisfactory. But so far no such course has been proposed for approval.

Progress in Science teaching.

Drawbacks.

Courses for girls.

Premature Withdrawal of Pupils

It is matter for regret to find that where liberal educational provision has been made, the Inspectors have so often to lament that the pupils are withdrawn at an age too early to benefit fully by it. This is borne out by the figures given in Table IV., and is, indeed, one of the most serious difficulties against which secondary education in Scotland has to contend. The only remedy for it lies in the growth of a more enlightened public opinion. It is not uncommon to see comparisons drawn between the results achieved by secondary schools in Scotland and in Germany. Such comparisons are altogether unfair, inasmuch as they ignore the difference in the conditions that prevail. So long as the Scottish lad continues to leave school two or three years earlier than his German contemporary, so long must the responsibility rest not upon teachers, but upon parents.

Education of those entering on a Business Career.

Your Lordships are aware that for some time past there has been growing dissatisfaction in Scotland regarding the defective education of youths entering upon a mercantile career. That dissatisfaction is a thoroughly healthy sign. It means that commercial men are more and more realising the supreme importance of a sound mental training. The remedy for the present state of affairs lies in their own hands. The educational machinery of the country can never have a fair chance until merchants in a body set their faces against the practice of putting boys into business at 14, and until, in their selection of apprentices, they give preference and reasonable encouragement to those who can produce evidence of having profited by their school training. It is to this, rather than to the institution of fresh examinations, that the country must look if it desires that lads should enter business properly equipped for the work of life. Examining may become a serious danger if there is too much of it. Already some of our Inspectors report that schools are suffering not only through the strain of having to adapt themselves to too large a variety of outside requirements, but even through the actual loss of time that the mere

Dangers of over examination.

writing of papers entails upon the pupils. This is a matter which demands the most careful attention alike on grounds of health and of educational policy. The interest taken by Your Lordships in the whole subject was plainly shown in the Circular Letter of May 16th, 1902 (Circular 358) which indicated how in Your Lordships' opinion a certain amount of special preparation for commercial pursuits could be usefully given in schools to pupils who have already attained a certain stage of general education. Your Lordships last year took a further step. The Circular Letter of January 28th, 1903, (Circular 375) explained the conditions on which Your Lordships are prepared to issue Commercial and Technical Certificates. As will be apparent from the particulars given later on in this Report, the scheme may now be said to have been fairly launched. The fundamental part of Your Lordships' proposal is that these Certificates should be given only in schools which are in possession of a regularly organised Commercial or Technical Department, the staff, appliances and curriculum of which have been approved as satisfactory. The needs of different localities vary considerably, and rigid uniformity of programme is therefore not insisted upon. All that Your Lordships require is that the proposals made by Managers shall be in reasonable conformity with the general indications given in Circular 358. In view of the special object of the curricula in question, it is suggested that, before forwarding their proposals to this Department, Managers would do well to consult the local Chamber of Commerce, or other interested persons, and endeavour to enlist the sympathy of the business community in the proposed departments to the extent, if possible, of obtaining some practical recognition of the Certificates by business firms. As I have just pointed out, such recognition is the first essential towards any improvement in present conditions.

Commercial and Technical Certificates.

Improvement in Regularity of Attendance.

I have previously had to remark somewhat severely upon the pernicious habit of allowing scholars to begin the summer holiday before the close of the session; but it is satisfactory to be able to state that this habit is less common than before. This denotes an improvement in the estimate of the value of educational opportunities, and it may be hoped that the improvement will continue, and that the advantage of some prolongation of the school course will also be recognised.

Lack of co-ordination between Primary and Secondary Education.

One drawback to which the Inspectors have frequently adverted as a hindrance to efficiency shews some signs of diminishing. This is the fact that scholars who come to the secondary schools from the primary schools are not always fitted by previous education to take their places in the same class with those who have had the advantage of being trained with a view to higher education. This tendency is found to be largely increased by the bursaries and free places which are provided, out of the amount available for secondary education, for scholars from primary schools. The presence of such children in these higher schools ought certainly to be encouraged in every way, but it is much to be desired that there should be means for sending them to the secondary schools at an earlier age. On the other hand, the desired adjustment might to some extent be effected, particularly in those secondary schools which receive a large proportion of their pupils from primary schools, by delaying somewhat the stage at which the special subjects of secondary education are taken up, and giving more time to the perfecting of pupils of from 10 to 12 years of age in English and Arithmetic. There is good reason to think that by following this course the ultimate progress of these pupils in subjects of secondary education will not be retarded. In any case the managers

Suggested Remedies.

of the secondary schools will find it to their advantage to make some provision for giving the newcomers special training when they are first drafted into the school. As a rule, such children are of good capacity, and come to the school with an earnest purpose of profiting by it, and it is probable that a comparatively short period in a preparatory class will enable them to take their places, with mutual advantage, side by side with the scholars who have been in the secondary school from an earlier age. Something, too, might be done to mitigate the evil by friendly conferences between the District Inspectors and the head masters of the secondary schools. It is the fact that in several cases such conferences have already been held with good results. Lastly, there is every reason to anticipate that the recent changes in the Code of Regulations for Day Schools will prove of great assistance to Managers by enabling them to differentiate schools according to function, and will thus exercise a salutary influence in the direction of bringing about that co-ordination between primary and secondary education which is so essential to future progress.

Growth of Over-pressure.

It remains to be added that by far the most serious feature which the Reports of the Inspectors reveal is the continued steady growth of over-pressure in the upper classes of many of the secondary schools. Enquiries made in different parts of the country show that, under existing circumstances, it is no uncommon thing for boys, and even for girls, to spend five or six hours nightly on home lessons. I have no wish to exaggerate the danger, but I feel bound to direct the special attention of Your Lordships to this grave matter. It must be obvious that the nervous strain entailed is excessive, and that it cannot fail to react unfavourably on the intellectual, no less than on the physical, development of at least a certain proportion of the pupils. Since I first called attention to this a year ago, individual headmasters have, in some cases, made strenuous endeavours to organize home-lessons in such a way as to prevent undue pressure. These efforts have had beneficial results up to a certain point, but something more than isolated action is required. The ultimate cause lies in the effort to attain a very high degree of efficiency in too wide a range of subjects. So long as the standard in each remained comparatively low, no evil effects were perceptible. Now that it has risen considerably, the adoption of some principle of selection has become imperative. The tension can only be relieved by the introduction of greater elasticity into the curricula of the most advanced classes. A serious difficulty in the way of such a change appears to arise from the system by which the allocation of University bursaries is at present determined. There are not wanting signs that those most directly interested are becoming alive to the extent of the danger. It is earnestly to be hoped that they may speedily realise it to the full, and that the necessary remedy will be promptly forthcoming.

Its cause.

The remedy.

Leaving Certificate Examination.

Group Certificates.

Under the system introduced two years ago Leaving and Intermediate Certificates accord recognition not to passes in single subjects, but to passes in certain well-defined groups. This system is capable of producing most beneficial results, and I trust that Managers and Teachers will co-operate with Your Lordships in endeavouring to bring about these results as speedily as possible. It may be useful to recapitulate the main conditions. Applicants for Leaving Certificates must have been receiving higher instruction at some recognised school for not less than four years. In the case of

Requirements.

applicants for Intermediate Certificates, the corresponding period is two years. The minimum age is 17 in the former case, and 15 in the latter. So far as the written examination is concerned, candidates for the Leaving Certificate must have passed in four subjects on the Higher Grade standard, or in three subjects on the Higher Grade standard and two on the Lower. The regulations presuppose a certain common basis of study in all cases, but they are so framed, as regards the subjects in which a latitude of choice is allowed, that each candidate must have undergone either a specifically scientific or a specifically linguistic course of training. In connection with the linguistic course of training, some evidence of a knowledge of Latin is required. The Leaving Certificate thus indicates primarily ripeness for University study, English and Mathematics being compulsory for both courses. Similarly, candidates for the Intermediate Certificate must have passed in four subjects, at least one of the subjects being on the Higher Grade standard. English and Mathematics are compulsory, but until 1907 a pass in Higher Arithmetic will be accepted in lieu of a pass in Lower Mathematics. In regard to the other subjects, there is complete freedom of selection. The Intermediate Certificate thus provides a guarantee as to the possession of the minimum of general knowledge that may reasonably be looked for in pupils who propose to enter on a specialized course. It is, therefore, naturally to be regarded as a preliminary step towards the gaining of the Commercial and Technical Certificates to which I have already made allusion, and possibly even towards admission to the examination in Commercial Arithmetic and Book-keeping. It may here be explained that the minimum age for the Commercial and Technical Certificates is 16. The curricula covered by these different Certificates have appeared to Your Lordships to be sufficient to provide for all the ordinary varieties of career to which pupils may be looking forward. At the same time, Your Lordships have no desire to check local initiative in any form. As announced in Circular 375, full consideration will, therefore, be given to any special curriculum which any responsible body of managers may choose to submit. If this curriculum serves a definite purpose, is well ordered in its choice of subjects, and is followed as a distinct and separate course by all the pupils of the school, or by a definite section of them, it will receive Your Lordships' approval, and a special Group Certificate will be issued to those candidates who are successful in completing it, provided they are not less than 17 years of age on the 1st of October of the year in which they pass the last of the written examinations that may fall to be recorded on the face of the Certificate.

Leaving Certificate.

Intermediate Certificate.

Special Group Certificate.

Introduction of Oral Examination.

The decision of Your Lordships that none of the Certificates just described are to be issued merely on the strength of the requisite number of passes in the written examination, has been already alluded to in connection with the pronunciation of modern Languages. Its significance, however, is really much wider, and I regard it as one of the most valuable and promising features of the whole scheme. As the regulations are still comparatively new, this provision has not yet been enforced with full strictness. There have, however, been a certain number of cases where the Reports of the Inspectors have been such as to render action on the part of the Department expedient. I trust teachers will understand that increasing importance will be attached to this aspect of the examination in future.

Statistics as to Certificates gained.

This year there was again some misapprehension as to the precise conditions, and the terms of the Circular were often disregarded in the applications that were lodged. As a result of the combined

written and oral examination, we have been able to grant Leaving Certificates to 398 candidates, and Intermediate Certificates to 750. These numbers are fairly satisfactory, but I trust that, ere long, it may be possible to report a substantial increase. The results have been communicated to the schools, and the work of issuing the Certificates will shortly be completed.

Comparison between 1902 and 1903.

An analysis has been made of the various groups of subjects taken by the successful candidates for Leaving Certificates in 1902 and 1903 respectively. A comparision between the two years reveals some interesting features. In the interval both Science and Drawing increased very notably in favour—Science being taken by 40 candidates in 1903 as compared with 28 in 1902, and Drawing by 54 in 1903 as compared with 5 in 1902. This was to be expected as these subjects are only now developing. As regards the older subjects, it may be pointed out that German rose from 161 to 237, French from 335 to 398, and Latin from 318 to 358. The one subject that showed a serious decline was Greek, which fell from 168 to 147.

Commercial and Technical Courses.

Four schools have put forward curricula for approval in connection with the Commercial Certificate. In three cases approval has been granted; in the fourth case correspondence is still proceeding. The total number of candidates presented was 8. Similarly, 12 candidates were presented for the Technical Certificate. It is to be hoped that the numbers all over will steadily grow, and that the value of the various Certificates will come to be generally realised. This year, unfortunately, the proportion of failures has been quite unduly large.

Special Courses

Seven schools have applied for recognition of a Special Course in terms of Paragraph 6 of Circular 375. In three cases the proposals made have been approved; the remaining four cases are still under discussion. From the three schools in question 5 candidates have this year been presented for Special Group Certificates, and as the result of the examination, written and oral, 3 of these have shown themselves qualified for the award. It may be convenient to indicate very briefly the general principles that have been kept in view in arranging the details of these special courses. The cardinal point is that, before entering upon the special course, pupils must give evidence of having attained a reasonable level of proficiency in a well-balanced course of general education. In all cases already decided it has been found that the readiest test was that supplied by qualification for the award of the Intermediate Certificate. Once this level has been reached, it is for managers to make suggestions as to the direction in which specialization may profitably take place, and to provide any special equipment that may be necessary either in the way of highly qualified staff or otherwise. As the minimum age for the Intermediate Certificate is 15 and the minimum age for the Special Group Certificate is 17, it follows that the minimum length of the Special Course must be two years.

General Principles determining these.

Decreased number of Candidates in separate Subjects.

Your Lordships will be interested to have some particulars regarding the work in separate subjects in the written Examination. I have to report a decrease in the number of candidates presented. That number last year was 19,509. This year it is 19,090. But there is still need for the exercise of greater discrimination in the selection of candidates, many of whom continue to be presented each year with totally insufficient preparation. The special report in connection with higher grade schools, a copy of which was forwarded to managers on 5th April, 1904, deserves to be most carefully considered. This report, which will be reprinted as part of the Appendix, contains a serious warning as to the mischievous effect which the premature presentation

Premature Presentation.

A Warning.

of pupils is calculated to exercise upon the teaching. Should the warning be disregarded, it may become necessary for Your Lordships to single out those schools which offend most grievously, and to refuse to admit them to the Examination, until they are prepared to adopt more reasonable views. As it is, the revision of scores of utterly worthless papers involves a serious waste of time and of money.

Actual Figures.

The number of separate papers worked by these candidates was 59,875 as against 60,815 last year. Of these, 21,627 papers represented 5,579 candidates from 87 secondary schools, and the remainder (38,248 papers worked by 13,511 candidates) were taken by pupils from primary and higher grade schools and by pupil teachers. An increase of 35 in the number of schools presenting pupil teachers only does not, I think, indicate that pupil-teachers are being less frequently presented as pupils of secondary schools or of higher departments of primary schools, but simply that the number of pupil teachers who take the Leaving Certificate Examination, in order to obtain qualifications or exemptions under the Code, is growing very rapidly. There has been a decrease of 49 in the number of papers taken by candidates from secondary schools, and of 891 in the papers taken by candidates from primary and higher grade schools.

The examination began on the 22nd of June and continued till the 30th of June. The papers worked were sent up day by day to the Department and distributed amongst the revisers. The work of revising nearly 60,000 papers, deciding doubtful cases, tabulating the results, and carefully verifying the whole, is a very large one; but the results were known and ready for consideration on July 29th. It would not be possible to complete the work in shorter time with due regard to accuracy of results.

Method of dealing with Written Papers.

I may again describe the method of conducting the examination, which is as follows: The general supervision, including the settlement of the standard of marking, the revision of the work of the examiners, and the decision in regard to doubtful cases, is carried on, for each subject, by one principal examiner, who, acting in conference with myself and the Assistant Director, is also responsible for drawing up the papers. For this work we have for the most part had the assistance, in each subject, of a professor in a Scottish University. I subsequently receive a report from each person who has taken part in the revision; and from these reports, and our own observation of the papers, many of which come before us personally, we are able to form a fairly accurate estimate of the general standard of work in the schools.

Values of Questions published.

In the belief that it might be useful for teachers to have some indication of the relative importance that is attached to the different parts of the examination, it was some years ago thought well, in republishing the papers, to print opposite each question the maximum number of marks that the revisers were instructed to allow for it. This year the same course has been followed. It must not, of course, be assumed that these values afford an absolute index to what will be done in future years. Each paper as it is set must be carefully considered as a whole. Still the numbers as they stand will form a trustworthy guide to the general principles followed.

Arrangements for Supervision.

No pains are spared to secure the integrity of the examination, and amongst other precautions the Department is represented at each place of examination by a supervising officer, who is responsible for the custody of the papers, and is present during the whole of the examination.

As some increase in the stringency of the supervision appeared to be called for, additional measures were taken last year. Under these

arrangements, which have again been put in force, each school is allowed one supervising officer for each subject, and this is regarded as sufficient so long as the number of pupils to be examined in one room does not exceed 40. When, however, that limit has been passed, an assistant supervisor is employed for each additional 40 or fraction of 40, the extra cost being borne by the authorities of the school concerned. In this connection I should like to emphasise the importance of accurate figures being given when the Department asks (on Form H 25) for information as to the number of rooms to be used, and the number of candidates to be seated in each room. Inaccuracy or lack of reasonable calculation may involve the school authorities in needless extra expense.

Diminution of Copying.

Last year I was able to report a marked diminution of the practice of copying. This year, I am glad to say, there has been no recrudescence. Action has been taken in all cases where the evidence was sufficiently strong. It cannot be too widely known that if a candidate is proved, in any one of his papers, to have copied from another candidate, or to have had recourse to unfair means, the papers of that candidate, *in all subjects*, are disallowed. The moral influence of a school in which such things are found cannot be wholesome, and it is satisfactory to find that both managers and teachers have co-operated with the Department in marking their sense of dishonest practices. Candidates are warned before the examination that they must hold no communication whatever with other candidates, and that any candidate detected in so doing will be subject to instant dismissal from the examination room. In future years it may be necessary to take more drastic measures, and to let it be understood that a repetition of the offence in the same school may lead to exclusion from the examination.

Careless Presentation.

There has been a very slight decrease in the proportion of passes obtained when all the subjects are reckoned. It is apparent from the reports received from many of the revisers that a large number of candidates have been sent in who have not reached anything like the required standard, and that some school managers and teachers have not yet realised what that standard is. There have this year again been some flagrant instances of such miscalculation which have reduced the general average. One or two of these are so glaring as to suggest that, as I have indicated above, special measures of prevention may ultimately be necessary. At present the inferior age limit stands at 13. On many grounds it is desirable to raise it to 14,—an alteration that would undoubtedly accelerate the rate at which careless presentation is diminishing. Such a change, which would be in entire harmony with the spirit of recent legislation, and would without doubt produce a wholesome educational effect, is one that ought to be made forthwith.

Proposed Raising of Age Limit.

Fluctuating Percentages.

As usual, there has been, in some subjects, a slight fluctuation in the percentage of passes, as compared with last year. To those who have had experience of the working of examinations on a large scale, the occurrence of such fluctuations will not be matter for surprise. Schoolmasters know how the intellectual average of successive sets of pupils varies. The same phenomenon could not fail to repeat itself in the wider constituency with which we have to deal, more especially when the question is complicated by the wide discretion left to individual teachers in determining the total number of presentations. As a matter of fact, the only way in which it would be possible to maintain a perfectly uniform percentage of passes would be to change the standard from year to year with the express object of securing such a result—a plan so obviously absurd as to be undeserving of consideration. Under

present circumstances the factors on which the variations depend are too complex to allow of any useful deductions being drawn.

General Impression produced by the Papers.

Besides the detailed statistics of certificates gained and of passes in individual subjects, it is necessary to keep in view the general impression made by the papers on those who took part in the revision, from all of whom I have received careful reports. On the whole, all of these, while they point out features of marked weakness, are able to speak of improvement in certain directions. It is quite clear that the examination now powerfully influences the teaching in Scottish schools, and the extent to which candidates are presented proves that on the whole it has been found well adapted to the requirements of these schools. It must be remembered, however, that the examination is intended as a test of higher education only. Until this year it was open to all schools that presented candidates in subjects other than Lower English and Lower Arithmetic. Now, however, we require that candidates should be presented either in Mathematics, or in Higher English, or in some ancient or modern foreign language.

The Examination a Test of Higher Education only.

Success goes mainly by Schools.

It still appears, as I have remarked in previous years, that the candidates do well or ill according to schools rather than as individuals; and not only is this so, but it is easy to see the strength and the weakness of whole classes of schools. The pupils of primary schools were admitted to the examination only some years after its original institution, and it is now possible to trace distinct lines of difference between the candidates from these and those from the secondary schools. On the whole the candidates from the primary schools appear to pass with a narrower margin than those from the secondary schools, even when a good percentage of them pass. It would not be fair to draw any universal inference from this, because there are notable exceptions, and some of the primary schools give evidence of admirable work. But in the case of many of these schools the candidates are few and they make a very poor appearance, and it is impossible not to doubt the expediency of such schools attempting such work for a handful of scholars who gain little by it. The effort is laudable, but it scarcely repays the time and labour spent upon it. In future it will be much wiser for the teachers to concentrate their efforts on the more appropriate opportunities for special work which are furnished by the Supplementary Courses sanctioned in the Code.

Comparison between Results in Primary and in Secondary Schools.

On the whole, the best test of really efficient teaching is to be found in the work of those who pass in the Higher Grade in the various subjects. A pass in the Lower Grade seems too frequently to be aimed at by those who have nothing but the most elementary and fragmentary knowledge of a subject; while in the case of Honours it must be remembered that success can be attained only by candidates of very considerable ability. A school, well equipped and well organized for the purposes of secondary education, ought to aim at the Leaving Certificate for all pupils of its highest class, and ought not to find the standard too high for a considerable proportion of them. It ought not to be content with the Intermediate Certificate, which should be regarded rather as the goal of the higher grade school. On the other hand, success in Honours implies not only thorough teaching, but individual ability beyond the average. It is to be feared that a great deal of the unsatisfactory work which the papers shew is directly due to the mischievous practice of presenting pupils in Lower Grade so soon as there is the remotest chance of their passing. Far better results would be got if the Lower Grade were invariably reserved for the penultimate year of the normal secondary school course, leaving the Higher

The Leaving Certificate should be aimed at by all Secondary Schools, the Intermediate Certificate by Higher Grade Schools.

Principles that should regulate Presentation.

Grade to be taken at the end. What happens now is that, in very many cases, pupils succeed by an effort in passing in Higher Grade before they enter on the last year of their school life. They have then to face the alternatives of being presented a second time in the same grade or of struggling hopelessly after Honours. This is contrary to the best interests both of the schools and of the scholars.

Considerations that determine the Pass Standard.

In view of all this, we cannot but make the fixing of the standard of a pass in the different subjects matter of most anxious consideration. It would be useless to aim at anything beyond the reach of schools of fair efficiency, otherwise we should inevitably discourage much deserving effort. The first and principal end of the Leaving Certificate Examination is to fix a standard for scholars who have gone through a course of secondary education, fairly suitable for the country generally, and neither to discourage schools by asking too much nor to degrade the Certificates by bringing them down to the level of inadequate work. It is necessary to bear in mind the fact that evidence as to having passed is accepted by many important public authorities, and not least by the Universities of Scotland, and while we must keep in view the schools first of all, we must not disregard the requirements of these public bodies, towards whom we necessarily incur a grave responsibility. I think we may fairly claim that, while guiding our course chiefly by the circumstances of the schools, we have not failed in the responsibility which we owe to these bodies.

Limitation in regard to the Number of Honours Papers to be taken by Candidates.

On previous occasions I have had to refer to the competition among schools to secure successes in the Honours Grade, and to point out that it would be impossible to deprecate too strongly any tendency to measure the general efficiency of a school by the number of such successes gained. By laying down the rule that no candidate shall be presented for Honours in any one year in more than three subjects, Your Lordships did much towards checking this abuse, and also towards relieving the pressure which, as I have said, is undoubtedly becoming far too heavy for individual pupils. At the same time it unfortunately remains true that the struggle to secure passes in the Honours Grade often produces effects that are far from healthy. Should this state of things continue, it will become a question whether it is desirable to have Honours papers at all.

The following are some of the special features of the examination in each of the subjects:—

ENGLISH.

Lower Grade.		Higher Grade.			Honours.			Total Presentations.	Total Passes.	Percentage of Passes.
Presented.	Passed.	Presented.	Passed.	Passed in Lower Grade.	Presented.	Passed.	Passed in Higher Grade.			
6,683	3,494	4,129	2,016	1,159	468	116	287	11,280	7,072	63

Requirements in English.

In regard to the examination in English, I made some remarks in 1895 which it is unnecessary here to repeat, but which I would venture to recall to Your Lordships' attention. I then pointed out that, however moderate might be our demands in the way of positive acquirement, this part of the examination called for a considerable amount of

individual thought and intelligence, and that it must be understood that the standard necessary to secure a pass was something of a grade clearly distinguished from the highest of the elementary standards.

I called attention to the fact that here, perhaps more than in any other part of the examination, much depended upon the power of the candidate to do himself justice in the examination, and upon the extent to which that power has been developed by his education. But this power is one which it ought not to be difficult for the teacher to gauge; and, if more care were shown in the selection of candidates, many of those now entered for the examination would not be presented. The experience of past years ought by this time to have rendered the standard a matter of common knowledge, and it might fairly be expected that we should no longer find such evidence of a total misconception of the standard as is at present observed.

Improvement in Lower English.

Taken all over, the Lower English papers show distinct signs of improvement this year, although there is still much weakness apparent in the more important parts of the work. That the percentage of passes has risen considerably is mainly due to a marked absence of such cases of rash presentation as that which I quoted last year. But apart from this there is probably a clear advance in the general level of attainment. In not a few schools spelling is insufficiently attended to. The dictation was not difficult, but in certain schools it was done badly by almost every candidate. In connection with the essay there was evidence of more endeavour to write grammatically, and to adopt some method of arrangement. But there remains great room for continued effort. Comparatively few of the candidates showed any power of handling a general topic in a connected and logical fashion, although a considerable number of them had a very fair command of the resources of the English vocabulary. It is only too evident that this aspect of the subject is practically allowed to take care of itself. There is no sign of any endeavour to make it a matter of systematic instruction. And yet there are few branches of school study that would more amply repay the necessary expenditure of thought and trouble. This is one of the points in which our schools have much to learn from what is achieved in other countries, where pupils are regularly trained how to think about a given subject, how to sift, select, and order their material, how to map out a general plan, and how to express themselves clearly, passing naturally from one aspect or division of a theme to another.

No systematic teaching of Composition.

The Paraphrase.

The paraphrase was, as usual, a great stumbling block. The passage set was fairly simple, but many candidates failed to show any clear grasp of its meaning. The general idea of a parahrase requires to be more carefully explained by teachers. Parsing and analysis were once more good, especially the latter. The correction of sentences was fairly well done. The literature question, simple as it was, produced a very poor result. Few attempted it, and hardly any of those who did were conspicuously successful. Much weakness was shown in the question set to test a knowledge of the meaning of ordinary words.

History and Geography.

History and geography were usually very fair, but several revisers again drew attention to the remarkable identity of phraseology that characterised whole sets of papers from particular schools. This points to the prevalence of an unintelligent system of teaching. Such "memorizing" has very little educational value, and it ought to be strenuously discouraged. One direct result was evident in the lack of thought which marked many answers, and the frequent absence of all idea as to the real significance of historical events. Map-drawing, too, was seldom satisfactory. On the whole, to judge from the papers, there is too

much reason to think that in many schools no systematic course of instruction in geography and history has been laid down. While it is most undesirable to prescribe special periods or special countries for study each year, it may be necessary for our inspectors to scrutinize the curricula more narrowly. It might thus be possible, without in any way limiting the teacher's freedom of choice, to secure that greater attention was paid to these important branches. The worst feature of the examination, however, is undoubtedly the lack of general intelligence and of power of composition still shown in the paraphrase and in the essay. I have before pointed out that these are the most essential parts of the examination, and I have referred to the encouragement given in the Codes of recent years to the practice of training pupils from early years in the habit of simple composition. It may be hoped that in time this will lead to better results; but at present it is clear that composition is insufficiently taught in most of the schools, and that the power of grasping with intelligence the general drift of a passage is one in which the pupils generally are somewhat defective.

Objects of English Teaching.

The chief objects in the teaching of English as a school subject must be to acquire facility in the use of the language as an instrument, and a clear apprehension of it as a means of expressing lucid ideas, and, as an aid towards these, some knowledge of its structure and its growth is of great importance. But the formation of literary taste and the investigation of literary history are matters of far greater difficulty. To be of any value these must be based upon the general results of education, and upon carefully and slowly acquired love of the masterpieces of our literature. There is some danger of their becoming formal and artificial rather than real, if they are treated as ordinary school subjects. A positive distaste for them may thus be engendered, to the lasting injury of the pupil. The inheritance which they offer is too valuable to permit any lack of caution in its treatment: and there may be room for doubt whether the appreciation of English literature has been materially enhanced by the increasing part which recent years have assigned to it in scholastic routine.

Danger to be avoided.

Misunderstanding of Directions, and of individual Questions.

The habit of answering a larger number of questions than is permitted has been, to a large extent, checked by the more explicit regulations now laid down. Candidates should distinctly understand that it will not add to their chances of success. Strict attention to neatness of handwriting and of arrangement ought not to be forgotten. At present it is frequently neglected. There is another point to which many of the revisers allude, and this criticism is one that extends to all grades and to every subject. In spite of the efforts made by the examiners to frame the questions in the simplest and most intelligible language, there are numberless instances of time being wasted and marks lost through candidates failing to do what is asked, or doing much more. Teachers should impress upon their pupils the necessity of carefully reading each question through before making any attempt to answer it. One matter of detail perhaps calls for special mention here. The misuse of brackets to indicate an erasure is so common as to suggest that the practice is the result of direct instruction. Even in examination papers it sometimes leads to confusion. In legal or in business documents it might entail serious consequences. It ought, therefore, to be consistently discouraged in schools.

Misuse of Brackets.

Higher Grade much as before.

In the Higher Grade, although there is little proof of marked excellence, yet a fair average is still maintained, and there has been decided improvement over a series of years. There have again been many failures.

These, however, are, I am convinced, largely due to the practice of attempting to secure a pass in the Higher Grade before the normal end of the school curriculum has been reached. In its main features the work presents merits and defects corresponding to those already pointed out in connection with the Lower Grade papers. The general impression is, on the whole, not less favourable than on last occasion. There is but little advance in knowledge of how to punctuate and to use the paragraph, a fact which bears out what I have so frequently said as to the defective teaching of composition. This was naturally most apparent in the essay, which, as a rule, lacked arrangement. Paraphrasing proved, as in previous years, an excellent test of the common sense of the candidates. There are many who do not seem to realise what a paraphrase is. They make no attempt to express the general drift of the passage in simple language. Instead, they deal with the extract piecemeal, and seemingly imagine that success consists in altering every word and expression of the original into something different, no matter how grotesque or artificial that something may be. In a word, the candidates have not, as a rule, gained such facility in composition, and such intelligent grasp of the meaning of literary language, as would prove their study of English to be a stimulating intellectual training. I cannot do better than quote the remarks of the Chief Examiner, which emphasize the points to which I have so often had occasion to draw attention :—

"There was a number of highly creditable essays, spontaneous, sincere, and well expressed. What is chiefly lacking is the power of arrangement and co-ordination of the facts. This business of architecture seems to have no attention paid to it in the regular teaching of the schools. It would be a disastrous thing, no doubt, if two or three formal patterns of essays were set up by teachers as invariable models, but it might be possible for an intelligent teacher to impress on his pupils the necessity of unity and structure. Too many of the essays were nothing but strings of detached reflections and remarks with no beginning, middle, or end. The "paraphrase" was well done by a small minority of the candidates. Of the others, some took the passage set as a starting point for illicit decorations and digressions of their own ; while many thought their duty done when they had mechanically substituted so-called synonyms (such as "weary billows" for "tired waves") in place of the words of the original passage. But the value of the exercise remains. To be able to expound accurately and tersely the main idea of a chosen passage from an English author, and to show how that idea is illustrated and reinforced is impossible for any one who has not been accustomed to understand and write his own language."

Although there is a great tendency to reproduce what must, to a large extent, be mere text-book knowledge, yet the amount of information in regard to literature, history, and geography, which is shown is considerable. It is, indeed, surprising to find that so many of the papers reach almost the same level, and that the way in which the questions are dealt with shews so much similarity. This would seem to indicate the general use of text-books which proceed upon uniform lines. It is much to be desired that this part of education should prove more efficacious as a training of judgment, and a stimulus to some little independence of thought. In this connection I may again quote the remarks of the Chief Examiner :—

"It is a great advantage, of both essay-writing and paraphrasing, that for these exercises candidates cannot be prepared by cramming. There is overwhelming evidence, both in the Reports of the revisers and in the papers of the candidates, that many teachers of English are in the habit of preparing their pupils for the Leaving Certificate Examination by drilling them minutely in the examination papers of former years. The result of this is that the best questions are worst answered by the majority of the candidates. The highest marks were perhaps most generally obtained in parsing and analysis, and in the geographical question which asked for the identification of a certain number

of selected places. It is a remarkable thing that many candidates who obtained high marks in analysis were quite unable to express in "paraphrase" the meaning of the passage which they triumphantly analysed. Wherever a type of question was repeated from former years, similar evidence of mechanical teaching was apparent."

In the correction of sentences, many who saw the faults were unable to discern an easy and suitable remedy. Gross grammatical mistakes were usually detected, but less obvious blemishes of style were often allowed to pass unnoticed. The absence of any real knowledge of metrical form was made painfully apparent by candidates (and there were a considerable number of them) who wrote out a sonnet with verbal correctness, but made strange mistakes in the division of the lines. The philological questions were not well done. The teaching of the science of language, with English as a basis, so far as it is undertaken in schools, is obviously unsatisfactory. This state of affairs is not likely to be remedied until there exists within the Universities full and right provision for the scientific teaching of English as a language. History and geography call for no very special comment. History, on the whole, was the more satisfactory of the two.

Honours Papers disappointing.

The result of the examination of the Honours Papers is once more disappointing in some respects. The percentage of successes is slightly lower than it was last year. Many candidates were presented who cannot reasonably have been expected to reach an Honours standard. The revisers again report that undue special preparation for the examination has too often taken the place of sound and liberal training, and it should be understood that any symptom of this is fatal to a candidate's chance of success. A main specific cause of failure was a want of acquaintance with the original authors discussed in the answers. Indeed, the strongest impression produced by a perusal of the papers was that very little reading is done by the majority of the pupils outside the limits of the school curriculum. In too many cases pupils appear to be encouraged, or at least permitted, to string together series of catch-phrases, to which it is impossible to believe that they attach any real meaning. At the same time there are obviously schools where, in the words of the Chief Examiner, "the teaching of English is a labour of love, and where English literature is studied by teachers and pupils alike with zest and intelligence."

LATIN.

Lower Grade.		Higher Grade.			Honours.			Total Presentations.	Total Passes.	Percentage of Passes.
Presented.	Passed.	Presented.	Passed.	Passed in Lower Grade.	Presented.	Passed.	Passed in Higher Grade.			
2,145	863	1,078	619	286	142	17	117	3,365	1,902	57

Features of Lower Latin Papers.

The features noted in previous years in connection with Lower Latin continue to reproduce themselves in curiously accurate fashion. The Revisers are unanimous in expressing the opinion that, although the paper was somewhat simpler, the quality of the work was inferior to that presented last year. This is quite borne out by the fall in the percentage of successful candidates. An increased presentation pro-

duced a larger number of indifferent papers. There is considerable evidence of good drilling in the rules of grammar, but the candidates rarely show power of applying these rules in simple composition, are often very weak in grasping the meaning of a passage in translation, and rarely attempt to translate into good English. Many of them do not seem to be conscious of the necessity of writing sense in any effort to render a Latin extract into English. Similarly it is only in a small minority of cases that composition is really satisfactory, or shows even an elementary appreciation of what is meant by Latin style. These things vary however, as between different schools; because in no subject is the contrast between different schools—much greater than that between individual candidates—more marked, and in no subject does really good teaching bear such direct and immediate fruit. The grammatical questions were well answered. It is to be regretted, however, that the rules of grammar seem, in many cases, to have diverted attention from the more interesting literary features of the language, and from its aspect as an instrument for attaining readiness in lucid expression, by the comparison of different idioms. The passage of prose set for translation was, comparatively, not so well done as the passage of poetry, although it was in the latter that the absence of any attempt to write idiomatic English was most frequently conspicuous. This would appear to point to a defective imagination and a lack of literary appreciation that are to some extent to be accounted for by the narrow range of reading the candidates have undergone. There were some indications that, in a few of the better schools, history is receiving increased attention, even at the Lower Grade stage. But it was not uncommon to find the history question altogether omitted, while there were not wanting signs to show that the subject is too often attacked by the methods of ordinary "cram." I remarked two years ago that the weakest point in the papers was the prosody. Last year I was able to speak of some improvement, and the advance has been, on the whole, maintained, although much remains to be done. The revisers do not report at all favourably of the composition.

Higher Latin.

Most of these remarks apply equally to the Higher Grade papers. The standard for a pass has been kept high, and the fact that a considerable number reach it seems to prove that it is fairly well understood, and that many schools find it within their reach. This year there was a smaller presentation of candidates who had no chance of passing, and the general level of those really qualified to attempt the examination is distinctly rising. The passage for translation into Latin was tolerably well done. The mere grammatical difficulties were usually surmounted successfully, and considerable attention had evidently been paid to the Latin sentence and to Latin order. The general style, however, continues to be weak. The work of some schools shows clearly that, with a good teacher, it is not too much to expect taste and finish in Latin Composition from Higher Grade candidates but it is unfortunately the exception to find any attempt made to polish the piece as a whole. The translation of the prose extract was well done. But the poetical passage was not very satisfactorily handled. In neither was there much attempt to write idiomatic English, while in the latter the simple geographical and mythological allusions were often completely missed. The syntax questions were fairly well done, and, in particular there was a distinct improvement in the sentences. Prosody was once more disappointing. It was astonishing to find how few were familar even with the hexameter. It seems to be possible for teachers to read hundreds of lines of Virgil

and Horace with their pupils without once directing attention to the metre. It cannot be said that there was this year any advance in history.

In Honours, the number of candidates is considerably larger than last year. The percentage of successes has, however, again fallen, not because of any marked reduction in the general level of attainment, but simply because there were fewer who gave evidence of the special ability that is looked for in those entitled to Honours. In their main characteristics, the papers closely resembled those written for the Higher Grade. The passage set for Latin prose proved to be beyond the powers of the majority of the candidates. There was no paper absolutely worthless, but a large proportion obtained little more than half marks. Nor was it only in vocabulary and in idiom that a lack of knowledge was shown. There were too many elementary mistakes in simple matters of accidence. Indeed, there were few candidates who entirely escaped stupid blunders in dealing with problems that face the learner in Latin at a very early stage. The writing of Latin verse, as heretofore, appears to be confined practically to a single school, and the copies sent in hardly reached the level of former years. Nor was the Latin essay so well done as a rule. The Latin was, in many cases, a literal rendering of English phrases, and few of the candidates had any notions of style. No essay this year was so effective as some of the letters written a year ago on the volcanic eruption in the West Indies. The same lack of style as was shown in composition appeared also in the translations into English. Most candidates seemed to think that, if they had caught the meaning the quality of the language into which it was rendered was of little importance. This was particularly noticeable in the passage from Livy, where the construction was more periodic than in the passage from Quintilian. The answers to the questions on grammar were, on the whole, good and sensible. History and literature do not call for special remark.

Honours.

GREEK.

Lower Grade.		Higher Grade.			Honours.					
Presented.	Passed.	Presented.	Passed.	Passed in Lower Grade.	Presented.	Passed.	Passed in Higher Grade.	Total Presentations.	Total Passes.	Percentage of Passes.
475	275	357	184	64	47	9	37	879	569	65

It is satisfactory to find that in Greek the level of former years has been fairly well maintained. There has, however, been a marked decrease in the number of entrants for Lower Grade, although the number of entrants for Higher Grade is considerably larger than it was last year.

Number of Entrants in Greek.

The results in the Lower Grade were not so encouraging as they were found to be a year ago. The number of exceptionally good papers sent in was much smaller, while bad failures were more common. For this, the translation from Greek into English was mainly responsible. Easy as it was, the general sense (to say nothing of the niceties of the Greek) was quite unaccountably missed by a large number of candidates, including many who scored very fair marks in the other parts of the paper. The narrowness of the candidates' knowledge of Greek literature was painfully apparent. Evidently a large number had never heard of the *Iliad* and of the *Odyssey*, the reference to which was,

Lower Grade shows marked weakness in translation

therefore, frequently bungled; again, the initial letter of "Chios" was by many written as "X," while the name of Babylon seemed quite unknown to others. Translation from English into Greek once more showed some improvement. Accidence was at least as good as in previous years, while the notes on Syntax were distinctly better done

Improvement in Higher Grade.

In the Higher Grade the prose passage was very fairly well done by most of the candidates. Of the alternative verse passages, that from Homer proved the least attractive. Neither here nor in the extract from Euripides was there any marked breakdown, although few papers reached a high level of excellence.

Scansion weak.

Scansion was poor, and evidently receives inadequate attention in schools. It is satisfactory to note that

Continuous Composition better.

more care is being bestowed on continuous composition. Although there were many weak papers, yet a very considerable number gave evidence of careful teaching. Grammar was on the whole correct, so far as accidence was concerned. Syntax, too, was very distinctly better than last year, the one exception being the question which required equivalents for certain uses of the Latin subjunctive.

Impressions of the Honours Papers.

In Honours, the work this year was hardly so good, and the number of successes, always very small, is slightly reduced as compared wtih last year. The candidates generally showed a very fair knowledge both of Homeric and of Attic Greek, and translated with some attention to style and choice of language. The translations were often vigorous and sometimes in good style. The leading facts of Greek history had evidently been intelligently taught, and considerable interest was shown in that branch of the subject. The composition was good in not a few cases. Indeed, upon the whole, it reached a higher standard than the rest of the work.

FRENCH.

Lower Grade.		Higher Grade.			Honours.			Total Presentations.	Total Passes.	Percentage of Passes.
Presented.	Passed.	Presented.	Passed.	Passed in Lower Grade.	Presented.	Passed.	Passed in Higher Grade.			
4,379	1,474	2,763	1,007	944	260	9	211	7,402	3,645	49

Progress in French.

Although the total percentage of passes has sunk somewhat, there are not wanting signs of real progress in regard to the teaching of French.

Lower Grade.

In the Lower Grade the standard as compared with last year has been fairly maintained, but it cannot be said to have risen. The passages for translation were, as usual, fairly done, though the vocabulary was often astonishingly limited, while there was too little attempt to turn the French into idiomatic English. The composition still leaves much to be desired. Utterly impossible forms, even of regular verbs, were common, and the most ordinary concords were constantly violated. It is a general complaint of the revisers that grammar is "sadly neglected or singularly unmethodical." It was astonishing how few candidates could translate into French without many blunders the simple little sentences set in Question 6. The explanation is probably a two-fold one. In the first place, in no subject is immature presentation so common. In the second place, teachers hardly seem to realise that, while the papers have in recent years been considerably simplified and shortened, they have, as a matter of fact, become a more severe test of

genuine command of grammar and idiom. There can be no doubt but that it is to this that the large percentage of failures is to be attributed. It is very disappointing to find that, in spite of the liberal time allowed, many papers bear marks of haste and hurry. Pupils ought to be trained to take the examination seriously, instead of endeavouring to get through it as quickly as possible. It may be worth mentioning that several revisers again drew special attention to the marked confusion of mind that existed with regard to the proper use of the various past tenses in French. This was particularly the case in the first passage for translation and in the set composition; and it was characteristic of the Higher Grade as well as of the Lower. Nor were the Higher Grade papers free from other elementary blunders. Taken all over, however, there has probably been an advance here as compared with the work of last year, in spite of the fact that a smaller proportion of candidates have reached the level necessary for a pass. Evidently more attention has been paid to style in translation into English. Knowledge of the exact meaning of words was unsatisfactory. The answers to the philological questions were rarely attempted, and the attempts were, with a few exceptions, practically worthless.

Higher Grade

A few extracts from the Report of the Chief Examiner in French will be of interest. Thus he says:—

Extracts from Chief Examiner's Report.

"The 'free composition' was, as last year, the part of the paper best done, the majority of the candidates obtaining half marks and over. The story was so simple that the main points could hardly fail to be caught and remembered. Many wrote as if they had the English before them. But little ingenuity was shown in avoiding difficulties, and the direction to candidates to relate the story *in their own way* was not followed. In the set composition there was some improvement in the use of tenses, but not in the grammar generally. To note a few of the commonest and most glaring faults:—'On Wednesdays and Saturdays' was misrendered by two out of three; in 'I asked' inversion was rare, and the right construction of 'commands Tell to shoot' was rarer still. It is hopeless to expect that word for word renderings such as '*la très chose*' ('the very thing') will ever be wholly eradicated, but they should be the exception and not the rule. The prose passage for translation into English was fairly done and the general meaning deciphered by the majority, but it was the exception to find a candidate who had bestowed attention on the passage as a whole and applied to each part the simple test, Does it make sense? The poetry was very easy as far as making out the general meaning went. Candidates from better schools often showed in their versions taste and feeling, but by the mass of pupils all the finer points (*e.g.*, *troupe familière*, *langueur*, *cœur*) were missed.

Lower Grade.

Grammar poor.

Translation.

"Far the worst part of the paper was Question 4, short sentences to be turned into French. Half the candidates, at least, failed in the very commonest phrases, 'It is half-past nine,' 'in Edinburgh.'"

Discussing the Higher Grade Paper, he proceeds:—

"The passages set for translation into English were easier than last year, and perhaps, on that account, more testing. In the prose passage numbers went hopelessly wrong from ignorance or forgetfulness of the superfluous negative after verbs of fearing. To mistranslate *j'allais* or to omit *par exemple* was pardonable, but such common idioms as '*plus fort que moi*,' '*en vouloir à*' should have been more widely known. Again, pupils should have been sufficiently warned beforehand not to translate *furieux*, *folle*, *trouble* by the corresponding English words. In the translation from verse there was a marked improvement in style and diction, and versions from the better schools showed appreciation and taste. *La goutte me peint* was a common stumbling-block; *niveau* was often confused with *neige*, and *altier* with *haut*, and, worse still, *altier* was sometimes taken as a comparative. The thoughtless (and they were not few) made the sun drink up the dew by night.

Higher Grade.

Improvement in style of translation.

"In the French composition there was an improvement on last year, but there is still great want of grammatical accuracy, and even in otherwise creditable versions there were far too many gross errors. The passage set was a severe test of the use of tenses, and this point calls for the special attention of teachers.

Composition somewhat better.

To find an exact equivalent for 'simplicity and wildness' would tax a good French scholar, but very few produced anything that would pass muster, while the article was constantly omitted. The short sentences to be translated into French were fairly, but not more than fairly, done. The commonest causes of failure were neglect of the subjunctive in (*b*) and (*c*); misplacement of the adverb in (*b*); confusion of *ce* and *il* in (*d*); and a wrong tense or mood with 'ought' in (*e*). In Section II the great majority chose among the alternative subjects the letter. These letters of invitation showed a spontaneity and knowledge of idioms far in advance of the rest of the paper. This success is attributed by some of the revisers to the adoption in Scotland of the International Correspondence Scheme. If this is the case, it deserves every encouragement."

No improvement in Honours.

Under the altered conditions some evidence of real distinction is essential to the gaining of Honours. The percentage of successes is, therefore, again very small. With regard to the papers themselves, I am sorry that I cannot report any improvement. Last year's advance has not been repeated. There need be no hesitation in saying that, in the case of at least half of the candidates it should have been known to their teachers that they had not the slightest chance of passing. The habit of reading books of extracts and unseen passages, instead of studying whole works or solid portions of standard authors, is obviously very prevalent, and is much to be deprecated.

Speaking of Honours, the Chief Examiner says:—

Honours Grade Composition.

"No advance can be reported on last year. There were fewer absolute failures and about a third of the candidates did respectably, but not well enough to merit distinction. The passage of Macaulay set for translation into French was easier than last year's, and except for a few hard words presented no great difficulties. Even the best versions were deformed by Anglicisms such as *propreté* (for 'property'), *dominion, informeur, agrément, copie*, for the corresponding English words. A far graver fault than this lack of vocabulary was the general ignorance of syntax shown by solecisms, such as—*il fut dit de* ('he was told of'), *il ordonna ses attendants, le vendez, George le second.* The failure in the French essay was due rather to want of proper training in essay writing than to ignorance of French. The majority naturally chose the easiest subject, an account of an historical character, but the most important part of the theme was neglected, and instead a rambling biography of some hero or heroine was given, evincing no signs either of independent thought or power of logical arrangement. The few who chose the first subject showed more originality, though their acquaintance with La Fontaine and Béranger was limited.

Essay.

Translation.

"The translation of French into English was better, especially that of the prose passage. The style, however, was defective. Thus—'he had a lightness of head,' 'in proportion as the trot quickened,' 'it was a diabolical course, *this* furious gallop,' recurred with annoying iteration. Less frequent, but common enough to deserve censure, were errors wrought by want of thought—'saw clearly at a million paces,' 'hunters of Africa,' 'which made the sun tremble.' In the poetry there were some scholarly and almost faultless versions. On the other hand numbers were handicapped, and rightly so, by ignorance of the grave-digger scene in Hamlet.

Weakness in Syntax.

"In the second question very few marks were scored. Even those who translated correctly (the minority) failed to see the grammatical points involved, and wrote page after page of platitude.

"The same ignorance of syntax was revealed by Question 3. It is true that each sentence involved a knowledge of three or more distinct rules of syntax, but it was the rare exception when full marks were gained on any one of the three sentences set. No effects of any training in colloquial French were visible in the versions of (*c*). Even the French for 'stamps' was not generally known."

It may not be amiss to quote the warning with which he concludes:—

"The Reformed Method has now taken strong root in Scotland. While convinced as fully as ever of its soundness and of the improvement it has effected and is effecting, I think it only right to call attention to the dangers that it involves if it is not wisely applied, and to the need of supplementing it by the most constant vigilance and insistence upon accuracy."

COMMERCIAL FRENCH.

Number of Candidates Presented.	Number of Candidates Passed.
12	4

No improvement in Commercial French.

This year there has been an increase in the number of candidates who have presented themselves for examination in Commercial French. But the Examiner reports that the quality of the work, so far as the successful candidates are concerned, shows no improvement as compared with last year. Both the letter and the market report were fairly well translated by most of the candidates, and the knowledge of French commercial terms displayed was considerable. Far too many of the words and phrases were, however, translated quite baldly. In framing the answer to the letter, the majority showed a lack of facility of expression and a tendency to simple repetition of the words of the original. In some cases the letter was written in the singular, although signed in the plural.

GERMAN.

Lower Grade.		Higher Grade.			Honours.					
Presented.	Passed.	Presented.	Passed.	Passed in Lower Grade.	Presented.	Passed.	Passed in Higher Grade.	Total Presentations.	Total Passes.	Percentage of Passes.
1,610	761	769	399	260	93	8	72	2,472	1,500	61

Standard in Lower and in Higher Grade maintained.

The Lower Grade paper was framed on very much the same lines as that of last year, and provided a fairly searching test. The number of candidates shows a slight falling off in this, as in most other subjects. Nor is the work so good as last year. The grounding in the bare elements of grammar was, on the whole, tolerably satisfactory, except in the case of such candidates—sometimes including the entire contingent from particular schools—as were hopelessly below the mark in every respect. But the knowledge of syntax was seldom really satisfactory. Great weakness was shown in the translation into German of the detached sentences framed to test a knowledge of such elementary points as the correct use of prepositions, the declension of nouns and adjectives, and the framing of easy conjunctional clauses. The translation from and into German was of a comparatively simple character, so that lack of vocabulary did not manifest itself in so serious a degree as in the more advanced stages, although the little poem of Ohrenberg proved too hard for many. A limited vocabulary, again, was responsible for many failures in composition—a clear indication that the evils of premature presentation work mischief in this as in other subjects. In the "free" composition there were too many short, jerky, detached sentences. In the Higher Grade paper the results were tolerably satisfactory; but it is obvious that candidates are still sent in with far too limited a range of reading. Their vocabulary is defective, and they have no power of grasping the construction of any sentence that is at all complicated. Probably many of those to whom I refer were presented just a year too soon. Composition was not more than fair. In the set passage very few

Higher Grade.

succeeded in being at once idiomatic and literal. It is evident that teachers do not give sufficient attention to common idioms and every-day phrases. The reproduction of the story showed some improvement, but the most disappointing feature was the inadequate way in which the simple English sentences were rendered into German. The rules regarding the sequence of tenses and moods in the *Oratio Obliqua*, or Indirect Statement, form one of the most important chapters of German syntax; and the ignorance regarding them prevailing among candidates generally is very far from creditable.

Honours.

The Honours papers call for no special remark. They have revealed a good deal of meritorious work on ordinary lines, combined with a marked absence of anything approaching real distinction. The extract from Lessing proved by far the hardest of the three passages set for translation, only a small minority being able to grasp the train of reasoning. The extract for set composition was creditably done by few, and even smaller was the number of those who wrote an essay worth considering both from the point of view of grammatical accuracy and from that of originality of ideas. The revisers are unanimous in speaking of an improvement in respect of tidiness of work, and also in respect of the attention paid to the German script.

Improvement in point of neatness.

Almost no schools, however, appear to have yet adopted the reformed spelling, which is now universal throughout the German Empire.

The Chief Examiner sums up as follows:—

Chief Examiner's summing up.

"The general impression left on me by the work that has passed through my hands is a fairly favourable one. Whilst this year's examination can hardly be said to have disclosed, in any of the three grades, any very marked improvement either in grammatical accuracy, or in the idiomatic knowledge and use of the language, it is at least satisfactory to note that there has been no marked falling off in the general attainments, and that there is sufficient evidence of careful and efficient teaching, and of honest and successful work in many schools. At the same time, one cannot but feel that some substantial advance in the study of German is earnestly to be desired if the language is to serve, to the fullest extent, its purpose as an effective instrument of mental training and general culture. So far it seems quite clear that even the most advanced scholars have hardly become sufficiently familiarized with much that is characteristic of the German form of thought and speech to be able readily to reproduce it in their German composition."

Commercial German.

Number of Candidates Presented.	Number of Candidates Passed.
2	1

Commercial German.

The beginning made last year in Commercial German has so far not been much improved upon. Both the letter and the market report were satisfactorily translated by the candidates, but the replies to the letter were somewhat rough and lacking in business style. Only one of the candidates showed himself at all familiar with the business terms and idioms specially asked for.

Spanish.

Number of Candidates Presented.	Number of Candidates Passed.
2	2

There are no signs of any growth of interest in this important commercial language. Only two candidates came forward this year. Both did sufficiently well to pass, although neither reached a high standard of excellence. It was chiefly in translation from Spanish into English that weakness was shown. The rendering of both passages was tame and unidiomatic, and the meaning of some ordinary Spanish words was quite unknown. The composition was better, the reproduction in Spanish of a short story being very fairly well done, though lacking in neatness. Grammar and idioms showed an improvement as compared with last year. It is to be hoped that a larger number will present themselves in this subject next year. Lack of Interest in Spanish

MATHEMATICS.

	Presented.	Passed.	Per-centage.	Passed in Arithmetic only.
MATHEMATICS.				
Lower Grade (with Lower Arithmetic)	3,717	2,218	60	953
Lower Grade (with Higher Arithmetic)	1,014	493	49	113
Higher Grade	1,840	841	46	506
Honours	139	58	42	—
ARITHMETIC ONLY.				
Lower Grade	7,816	4,295	55	—
Higher Grade	2,050	727	35	—

	Presented.	Passed with Distinction.	Total passes.	Per-centage.
ADDITIONAL SUBJECTS.				
Geometrical Conics	47	3	29	62
Analytical Geometry	208	50	144	69
Higher Dynamics	86	5	39	45
Elements of Dynamics	274	34	146	53

The following remarks (based upon the reports of the various Revisers) represent the views of the gentleman who took the chief part in this branch of the examination:—

The mathematical papers continue to show that the subject receives a considerable amount of attention in the schools. On the whole the work is written out in good style and with fair attention to neatness and legibility. Geometrical figures are generally carefully drawn. It is, however, to be regretted that far less care appears to be taken in the matter of handwriting and figures among candidates for Honours than in the lower stages. It seems very desirable that as long as boys and girls remain at school they should be obliged to give reasonable care to these points. In all the subjects, also, far better results are obtained in answers to book-work questions than in riders and exercises intended to show how the book-work should be applied to practical problems, and it seems clear that in order to put the mathematical teaching on a sound foundation a larger proportion of time should be given to such exercises. Although due notice was given that candidates must bring scales divided into General Remarks.

millimetres as well as into tenths of inches, this was not always done, and in many of the subjects graphical illustrations do not appear to have received the attention which they deserve, and which it is to be hoped they will obtain in future.

LOWER GRADE.

Some weakness in Arithmetic.

Arithmetic.—As a general rule, the work was of satisfactory character, the answers being neatly and legibly written out, and a considerable proportion of the questions being correctly answered. As usual, questions on theory were not well answered. Very few even attempted to prove the rule for the multiplication of decimals and fewer still gave a satisfactory proof. Knowledge of the metric system is still deficient, but there is improvement as compared with former years. Candidates continue to attempt questions without having properly grasped their meaning. This was very evident in the answers to a common sense question on fractions, and also to a question on bankruptcy, in which many candidates substracted the expenses when they ought to have added them. In some schools no attention appears to be paid to the instruction that the detailed work should be given in its proper sequence and *not* in a separate part of the page. It is noticeable that when a part of the paper is devoted to "rough" calculations these are often so rough as to be inaccurate, while candidates who make only one copy of their work, but do so with care and in the proper place, generally obtain accurate results.

Algebra very fairly satisfactory.

Algebra.—The results were, on the whole, satisfactory. Candidates were generally able to write out an exercise in division and to solve simple equations and a problem leading to a simple equation. A certain proportion showed facility in dealing with quadratic equations. A good many solved these equations by completing the square and obtained correct results. Far too many, however, attempted to solve by formula, and misquoted the formula. It may again be pointed out that this method of solution, even when it leads to a correct answer, is not considered satisfactory in school-work, as it is an exercise in memory rather than in reasoning power. Weakness was shown in dealing with equations having literal and decimal co-efficients. In the literal equation many obtained a right result and then proceeded to turn it into a wrong result by an attempt to simplify a fraction in which only *part* of the numerator was divided by the denominator. Thus they wrote :—

$$x = \frac{b\,(a-c) + a-c}{a-c} = b + a-c,$$

instead of $x = b + 1$. The style of writing is generally satisfactory, but in some schools, in spite of the instructions to the contrary, part of the page is still reserved for what is called 'rough work,' a method which appears to lead to careless calculation and wrong results.

Geometry very fair.

Geometry.—The easier theoretical questions were generally well answered and the figures were as a rule carefully drawn. In some schools, however, the drawing was careless and did not even approximate to accuracy. It was noticeable that where the drawing was good, the answering in other respects was generally good also, and *vice versa*. Many candidates did not understand the geometrical use of the word *locus*, and very few gave a satisfactory demonstration of the *locus* asked for. A good many candidates, who used the term "reflex angle" in the proof of the properties of the cyclic quadrilateral, did not appear to understand its meaning, and very few who used this proof considered the case where the centre is not included in the quadrilateral. On the whole the papers indicated that the teaching had aimed at imparting a sound knowledge of elementary geometry, and that fair success in doing so had been achieved in a large number of cases.

HIGHER GRADE.

Arithmetic satisfactory on the whole.

Arithmetic.—The results were, on the whole, satisfactory, although the more difficult questions proved too hard for the majority of the candidates. Many of the answers were written out and arranged with great care and neatness, but in other cases the work was badly arranged, and the detailed calculations were often nearly illegible through the smallness of the figures or otherwise. Some lost time, which could not be well spared, by unnecessarily writing out each answer twice over in spite of instructions to the contrary. Many showed a fair knowledge of the metric system, but it was often the case that, while each separate table was known, the relations between the separate tables were not understood. Special weakness was shown in dealing with volume, many taking a cubic decimetre as the tenth of a cubic metre. In using contracted methods the placing of the decimal point was often defective. Many did not contract

division at all, and in some schools even contracted multiplication was not understood, while it was noticeable that contraction was only used where it was specially asked for, although it might have been employed with advantage in other answers.

Algebra.— On the whole the work was satisfactory. As a rule, the writing was fair, and in many cases it was excellent. There were many signs of thoughtful teaching, but in some schools the answers showed that book-work had been learnt by heart without being understood. The equations, a problem, and a question on series were best answered. Some failed through inaccuracy and even when the right result was obtained, the different steps were often written out without proper connection. The questions involving intelligence rather than memory naturally proved more difficult than those which were mere examples of well-known rules, but they proved very valuable in discriminating between the really intelligent scholars, and those who depended on memory. Algebra fair.

Geometry.—On the whole the questions in the part of the paper dealing with book-work were well answered, and the propositions appeared to be intelligently understood, except in the case of the questions on solid geometry. In the part of the paper in which candidates are expected to apply their knowledge to the solution of problems, less success was attained, and it seemed clear that sufficient time is not, in the majority of schools, given to this part of the subject. As a rule the work was neatly written and figures were well drawn. It should, however, be understood that a figure, however well drawn, cannot be accepted as a substitute for a general proof by geometrical reasoning, when such is asked for in the question. Some candidates were not provided with scales graduated in centimetres. Book-work in Geometry well done.

Trigonometry.—The work was as a whole creditable, the papers being generally clearly written and neatly arranged. The questions requiring skill in simplifying formulæ were well answered, and the work involving the use of logarithms, including the simplification of triangles, was generally good. On the other hand, the explanations required in the question on simplification of triangles were badly given, and the answer to the question on graphs was disappointing. As is only too common in examinations on trigonometry, some of the candidates endeavoured to make it appear that they had obtained results which were not justified by their work. Teachers should impress on their pupils the folly and uselessness, as well as the unfairness, of such attempts. A certain proportion of worthless papers occurred, and among them the very bad papers were somewhat numerous, but, on the other hand, the number of good papers was satisfactory, as it showed an improvement on previous years. Trigonometry creditable.

Honours Grade.

Algebra.—On the whole the answering was satisfactory, but many candidates appeared to have learned theorems by heart without understanding them. Unfortunately far less care is taken in the matter of handwriting in this than in the earlier grades and in several cases the work was almost illegible. It often happened that slovenly writing led to actual error, and it is clear that far more attention should be paid to this point, and that good writing should be insisted on in the higher classes as much as in the lower. Algebra good on the whole, but work untidy.

The question on graphs was not well answered, and a good deal of weakness was shown in partial fractions, though some few answers were excellent. Of the three equations set, two were usually solved, but few noticed that the third led to a reciprocal equation. The question on convergency of series was often undertaken with a fair amount of success.

Geometry.—Although many of the questions were within the requirements for the Higher Grade, the work was, as a whole, disappointing, and often showed a want of a sound grasp of elementary principles. It would appear as if the reading of many of the candidates had been unnecessarily diffuse, and that a narrower range with greater exactness of knowledge would have produced better results. Geometry rather disappointing.

In many cases ordinary theorems were answered hurriedly and imperfectly, and with a good many erasures. On the whole, however, the style was satisfactory, a large proportion of the candidates gaining a fair proportion of the marks given for style.

Trigonometry.—The work was as a whole well done, but candidates appeared to have had too little practice in drawing graphs, and in numerical calculations from particular data. Some of the results obtained in answer to a question of this latter kind, were such as the candidates should have seen to be absurd. Weakness in Trigonometry.

Additional Subjects.

Improvement in Elements of Dynamics.

Elements of Dynamics.—The results of the examination show an improvement on former years. The number of altogether unprepared candidates is smaller, and a higher standard of training is generally apparent. Handwriting is, however, a weak point, and candidates are not always careful to place the number of the question before their answers. All the questions were frequently attempted with fair success, but weakness was shown in the more difficult questions and riders.

Conic Sections fairly good.

Geometrical Conic Sections.—With a few exceptions the candidates showed a good knowledge of the bookwork of the parabola and ellipse, and a large number of candidates answered the question on the section of the cone. The rider to this, however, and the question on the rectangular hyperbola, were seldom attempted. The writing was often careless, and the figures were not very good.

Weak points in Analytical Geometry

Analytical Geometry.—The candidates displayed a good knowledge of the subject, and the answering was shown up in very fair style. There was a tendency, however, to lose sight of the geometrical side of the reasoning, and to rely too closely on analytical processes. Thus in many cases candidates gave an elaborate but wholly unnecessary investigation of the equation of a line perpendicular to one of the co-ordinate axes. In the more difficult work there was a want of clearness of exposition. It was hard to make out in some cases whether the candidate really understood the reasoning in finding an expression for the length of the perpendicular to a given line, and in others whether the condition for a line touching a circle was properly grasped. Generally, the straightforward application of analytical processes was the best side of the work. The ideas seemed to be understood, and as a rule were correctly applied.

Higher Dynamics satisfactory.

Higher Dynamics.—This paper, which enabled a clear division to be drawn between the candidates who understood the fundamental principles of the subject and those who did not, was answered satisfactorily by a majority. The first question, however, which involved graphical construction, was not well answered. This is to be regretted in view of the great importance of graphical construction in the practical application of dynamics, and it is to be hoped that the use of graphical methods, and of squared paper, will become far more general in school-work than they appear to be at present. The question on the equivalence of a force to a parallel force and a couple, was seldom answered, and those who attempted it did not appear to understand it. The rest of the questions were fairly well answered.

Book-keeping and Commercial Arithmetic.

Candidates were examined from 60 schools with the following result:—

Presented.	Passed.	Percentage.
500	307	61

Advance in Book-keeping.

Book-keeping.—In the first question a series of transactions were given, and candidates were required to record them in the usual books kept by a merchant, viz., Invoice Book, Day Book, Journal, Cash Book, and Ledger, and thereafter to frame a Profit and Loss Account and a Balance Sheet. To answer this question completely involved a knowledge of all the various steps in book-keeping.

The second question asked the candidates to explain in words the use of some of the above mentioned books, and the third to define certain book-keeping terms.

The candidates work was better than last year.

The Day and Invoice Books were nearly always well done.

The Cash Book was better done than in previous years, and the Columnar Form seems to be fairly well understood.

The Journal was not so well done as the above-mentioned books, and the transfers to the Profit and Loss Account were nearly always omitted. Unnecessary journalising was, however, less frequent than in former years.

The ledger generally varied with the other books, showing that candidates wrote it up by posting from the other books, and that the error of writing it up from the transactions direct noticed in previous years was not so common as before.

The Profit and Loss Account and Balance Sheet were fair. These seem to present the greatest difficulty to the candidates. Absurd or impossible results were not quite so frequent as before.

The second and third questions were, on the whole, fairly well answered.

Writing, ruling, and style were not so good as they should be. Neatness in writing and ruling is very necessary in making books clear, and this should be impressed on the candidates.

Reference folios were often omitted, and opportunities of making the work clear and intelligible were often not taken advantage of.

Commercial Arithmetic only fair.

Commercial Arithmetic.—Although there were comparatively few very bad papers, still the general average was not high. In the first paper very few candidates gained full marks, and a large number showed want of accuracy in the addition of money. In the second paper a fairly good knowledge of the metric system was shown. Most of the candidates attempted the questions which involved care and thought, but in many cases intelligent work was marred by the want of accuracy. In general the work was written out with very fair attention to neatness and order, but in some schools the various steps of the calculations were not set out in a clear and intelligent way.

I take this opportunity of reminding Your Lordships that the Examination of 1905 will be based upon the New Mathematical Note, copies of which were sent to Managers on 11th September, 1903.

SCIENCE.

Number of Schools Presenting Candidates.	Number of Candidates Presented.	Number of Candidates Passed.
41	272	168

Examination growing in popularity.

There has again been some increase in the number of schools presenting candidates. There has also been an increase in the number of candidates for Intermediate Certificates who were presented to the examiners for approval of their work in Science, in terms of Circular No. 340. A relatively large increase in the proportion of passes to presentations would seem to indicate that teachers are becoming better acquainted with the standard required by the Department, and that in consequence fewer insufficiently prepared candidates are being presented—a conclusion which is borne out by the impression of the examiners, and also by the fact that cases in which they have felt obliged to dissent from the teachers' estimates of the relative merits of the candidates have been fewer than in former years. It may be as well to repeat that the methods of examination differ in some important points from those regulating the system in regard to other subjects. The examination is chiefly oral and practical; and it is shaped in the case of each school by the curriculum of that school, steps being taken to secure that the curricula on which pupils are admitted to the examination are of approximately equal value, and every effort being made to maintain a standard of pass which shall be at once uniform and high.

Standard now better understood.

Methods of Examination

Continued weakness in theory.

With regard to the quality of the work, the examiners are of opinion that the teaching of theory is still the weak point, though there has been some improvement since last session. This weakness is specially conspicuous in the subjects of magnetism, electricity, and hydrostatics. It would appear that most teachers rely too exclusively on the experiments done by the pupils in the laboratory, and do not supplement them sufficiently by full discussion and cross questioning, and by demonstration experiments. It is to be feared that the subjects I have mentioned are too often attempted by boys who are not sufficiently equipped with a previous knowledge of mathematics and dynamics, and who would have been much more profitably

employed in going through a course in heat or chemistry. On the other hand, it is satisfactory to find evidence of a general tendency to simplify the courses followed in the schools; it is a decided improvement that many now take physics only in the first year, and chemistry only in the second.

Home-made Apparatus.

Last year the Chief Examiner drew attention to the very limited extent to which "home-made" apparatus is employed in the laboratories. This year he again refers to the matter in the following terms:—

"The deficiency of home made apparatus is still as noticeable as ever, and it is much to be regretted that so few teachers take advantage of the opportunities offered by the summer courses at South Kensington of acquiring some proficiency in glass-working and other 'laboratory arts' which would be exceedingly useful to them in their work. This summer a course in physics has been begun in the laboratory of the Glasgow and West of Scotland Technical College, but the enrolment is small in comparison with the number of teachers who would benefit by attendance at such a course."

DRAWING.

Number of Schools Presenting Candidates.	Number of Candidates Presented.	Number of Candidates Passed.
182	1,684*	793*

Improvement in Drawing.

It is gratifying to find that there has again been an increase in the number of schools sending in candidates in Drawing, and also in the number of candidates actually presented. The work done by the candidates during the session, as well as at the examination, also appears to show a considerable improvement on that of the two previous years, especially in the domain of nature drawing, where careful and accurate observation is of paramount importance. The general improvement of the whole work is borne out by the results of the examination. The increasing amount of interest and pleasure which the candidates take in their work is a striking testimony in favour of the newer methods of study.

The character of the Examination.

The examination was conducted on lines corresponding to those of the two previous years, care, however, being taken to avoid, as far as possible, all appearance of stereotyping special methods, either of examining or of working. Its character and aims can best be explained by the following extract from the Report of the Chief Examiner:—

"In each case the candidate's whole work was carefully examined, and exercises were set in accordance with the syllabus professed. As in the two previous years, every freedom was allowed to the candidates in choosing their mediums of expression and methods of treatment, and encouragement was given to originality on their part.

"Lead pencil is still the favourite mode of expression, and in a number of schools little more than outline drawing, with perhaps an occasional attempt at conventional shading, has been attempted. While it may not be advisable to attach undue importance to technique, still the training of candidates in Drawing for the Leaving Certificate should be such that they have a fair amount of facility in handling such tools as the pencil and brush, or when the lead pencil alone is used, the candidates should be able to express such qualities as form, tone, texture, and light and shade. In the majority of cases this is done.

"Schemes for a three or four years' course of instruction in Drawing were submitted for approval from all schools proposing to present candidates in Drawing for either the Leaving Certificate or King's Scholarship Examination. Care was taken in reviewing these to leave as much to the teachers' own initiative as possible, alterations being introduced as a rule only when some

* These numbers do not include the results from Schools where Examinations are not yet completed.

fundamental principle was contravened. An endeavour was thus made to obtain unity of principles combined with every freedom in the carrying of them out.

"Drawing from nature is generally done with directness and confidence, and it is a hopeful sign that many pupils now represent small but important details in plant drawing which formerly were passed unnoticed. Seasonal nature drawing has been introduced into several schools, and is proving a valuable means of study. Perhaps the best results in nature work were obtained when the subject was first lightly but carefully drawn, and afterwards represented in its natural colours by means of a brush.

The main condition to be striven for in all representation, whatever medium is used, is that the drawing shall be a record of actual observations, and not a mere conventional rendering. It is not enough to make a careful drawing of a plant or object and then lightly shade it in pencil, as was suggested in a number of the schemes. It is difficult to see what educational value is to be derived from shading, which neither attempts to represent shadows nor relative tones. All representation of light and shade, tone, texture and colour, should be the direct result of actual observation, just as the representation of form is.

"Object drawing shows some improvement, but there is still a good deal of weakness in this work in many of the schools. In a number of cases the selection, grouping, and arrangement of the objects used for representation during the session have been far from satisfactory, while isolated objects drawn without reference to anything were often in evidence. The interests of this work would be better served if more care were given to the selection and arrangement of subjects. Drawings from objects were often built up on an elaborate and unnecessary scaffolding, the pupils relying on rules rather than on observation. Complex measurements and angle testing were too often used where simple comparisons of levels and estimations of masses would have been at once direct and positive in their aid.

"The gradual elimination of diagram-copying and geometrical model drawing from our system of drawing instruction—elementary as well as advanced—should do much to improve matters in this direction. Practice in drawing objects rapidly and to a large scale on blackboards and sheets of brown paper affords valuable practice in free drawing, and in the case of the older pupils should take the place of the drawing of conventional forms which is employed to give freedom and facility to the pupils of the junior classes.

"Colour study shows gradual improvement, and the representation of nature forms and familiar objects in colour with relation to a background is making real progress. In many cases, however, colour representation is still weak, and little more than an approximation to the actual colour is obtained. Green especially seems troublesome to manage, but probably this is often the fault of the colour-box rather than of the pupil.

"In a number of schools clay modelling is carried on along with the drawing, and it is to be regretted that this valuable mode of expression is not more in evidence. The knowledge of form and the manipulative skill acquired in modelling is of great value, and where this work is intelligently taken up, it forms an important feature of the general drawing scheme.

"There has been a distinct falling off in the number of exercises presented in design this session, but this is not to be regretted, especially as the work which has been done is very much improved both in character and intention, and the falling off is chiefly due to the giving up of what was taken exception to in last year's report. Teachers do not now feel satisfied with pupils' designs which are mere echoes of their own work or copies of published illustrations, with little or no idea of purpose or realization. Such profitless work is better given up and the time devoted to the study and representation of actual things on which designs educationally sound can be based later on.

"The number of designs planned by any one pupil in a session should not be many, but whatever is done should be in the main original and based on subjects already carefully studied and drawn. Each design also should be suitable for realization in the actual material, and wherever possible it should be carried out in the needlework or other department of the school, or as part of the art work. Design is taken upon these lines in several schools and proves to be a subject of great educational value. Its extension would be welcomed. Much of the work shown in connection with the examination was full of promise.

"Every drawing should be looked upon, both by the teacher and the pupil, as an exercise in space filling. It should be neatly placed upon the page, filling it satisfactorily and leaving appropriate margins, or if it should be one of a number of drawings on the same page, they should all be arranged so as to form a pleasing composition.

"A considerable number of candidates who had already passed in Drawing for the Leaving Certificate, were presented for endorsement of their certificates in Drawing. In each case a special syllabus of work was drawn up for these candidates, and as a rule a high standard of work was reached. Every latitude for development was given, but there was rather a tendency to confine the work to still-life painting. Wherever representation was professed this was expected to be done either in tone or in tone and colour, with relation to a background. In the case of design, it was expected not only to be suitable for realization in material, but to be actually carried out—at least in some measure. Some of this work was very well done, and must have involved a good deal of careful study.

"The possible developments here are very great, and it is hoped that they will be largely taken advantage of. The systematic study in a local museum of some branch of knowledge which lends itself readily to illustration, and is well represented in the museums by specimens and examples, would be a suitable subject to take up. In the domain of nature study much interesting work could be done in tracing the natural development and growth of plants and animals, illustrating this by progressive series of dated drawings. The planning of original designs and the carrying out of these in the material, and the extension of object and nature drawing to include simple landscape studies and the representation of interiors, afford other typical examples of how the work might be developed."

In addition to the candidates for the Leaving and Intermediate Certificates, a considerable number of pupil teachers who were not candidates were examined for marks in drawing in connection with the King's Scholarship Examination, 1904. The examination was conducted very much on the same lines.

Due notice will be given of the exact date of the examination next year, and it is necessary to call particular attention to the importance of sending early notice of the intention to present candidates. It is impossible to receive applications after the date announced.

I have the honour to be, &c.,

HENRY CRAIK.

To the Right Honourable
The Lords of the Committee of Council
on Education in Scotland.

TABLES.

1902-

Statements of Income, Expenditure, and Liabilities of Secondary Schools sharing in . School.

No.	NAME OF SCHOOL. (*Under the Management of School Boards.*)	INC			
		Balance (if in hand).	Contributions payable from Common Good of Burgh or other Funds administered by Town Council.	Endowments.	School Fees and Books Sold.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Aberdeen Girls' High School	—	84 8 4	—	2,955 15 8
2	Aberdeen Grammar School	—	419 15 10	164 0 0	2,215 14 0
3	Arbroath High School	—	75 0 0	290 0 0	927 15 6
4	Ayr Academy	253 3 2	93 15 0	39 15 5	2,207 13 8
5	Brechin High School	200 13 10	30 0 0	—	388 13 2
6	Callander, McLaren High School	—	—	260 0 0	—
7	Dumfries Academy	1,000 5 5	140 0 0	133 8 0	1,464 14 1
8	Dunfermline High School	502 3 2	130 16 8	—	822 6 0
9	Duns, Berwickshire High School	109 15 11	—	—	203 7 11
10	Edinburgh, Royal High School	—	876 12 11	—	2,128 16 6
11	Elgin Academy	—	129 5 11	22 2 4	524 2 4
12	Falkirk High School	—	—	100 0 0	338 10 3
13	Forfar Academy	82 12 9	200 0 0	169 17 11	169 13 6
14	Galashiels Academy	234 8 11	—	—	208 18 10
15	Glasgow High School	—	570 0 0	—	5,245 10 3
16	Glasgow High School for Girls	—	—	—	4,122 18 7
17	*Govan, Hillhead School	—	—	—	796 4 10
18	Greenock Academy	14 7 8	145 0 0	43 4 9	2,217 14 9
19	Haddington, Knox Institute	108 6 8	42 3 9	74 0 0	678 18 2
20	Hamilton Academy	—	—	49 0 6	1,391 18 11
21	Irvine Royal Academy	449 1 6	115 0 0	—	959 4 6
22	Kelso High School	224 11 4	—	—	493 0 0
23	Kirkcaldy High School	589 14 3	114 0 0	176 2 0	809 13 4
24	Kirkcudbright Academy	—	224 9 2	300 0 0	230 11 9
25	Linlithgow Academy	526 9 7	—	58 11 1	228 6 0
26	Montrose Academy	—	180 0 0	66 19 0	856 7 6
27	North Berwick High School	217 7 10	—	—	65 10 6
28	Paisley Grammar School	1,316 2 10	60 0 0	84 10 9	1,512 19 9
29	Peebles High School	1,393 9 8	100 0 0	—	210 12 9
30	Perth Academy	—	268 12 11	166 5 2	2,161 18 9
31	Stirling High School	—	224 11 7	431 0 11	1,562 10 11
32	Stranraer High School	25 0 2	145 0 0	—	490 6 9
	Carried forward . .	7,247 14 8	4,368 12 1	2,628 17 10	38,595 9 5

* This is the higher department only which is not in receipt of grants under the Day School Code.

1903.

the Grant under the Minute of 27th April, 1899, in respect of the last Financial or Year.

OME.

Grants from Committees of Burghs and Counties for Secondary Education under § 2 (1)(b) of Education & Local Taxation Account (Scotland) Act, 1892.	Grants from Scotch Education Department under Minute of 27th April, 1899.	Grants from Scotch Education Department for Science and Art.	Payments out of the School Fund.	Loan raised for Enlargement of School.	Interest on Bank Deposits.	Other Sources of Income.	Total Income.	No.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
500 0 0	450 0 0	—	1,452 10 7	—	—	35 18 2	5,478 12 9	1
500 0 0	500 0 0	334 5 3	1,998 16 11	—	—	81 18 4	6,224 10 4	2
250 0 0	750 0 0	185 12 5	727 2 8	—	—	0 15 0	3,206 5 7	3
—	600 0 0	—	547 11 9	—	0 14 3	198 14 8	3,941 7 11	4
250 0 0	450 0 0	90 19 0	400 0 9	—	—	—	1,840 6 6	5
166 17 11	300 0 0	12 11 3	250 0 0	—	—	0 10 0	989 19 2	6
689 14 5	700 0 0	283 18 8	847 8 10	—	—	21 11 6	5,281 0 11	7
120 0 0	400 0 0	607 15 5	100 0 0	—	—	210 10 0	2,893 11 3	8
1,000 0 0	300 0 0	45 5 11	—	—	—	25 7 10	1,683 17 7	9
850 0 0	450 0 0	40 1 3	3,716 8 4	—	—	—	8,061 19 0	10
300 0 0	450 0 0	54 19 3	347 17 1	300 0 0	1 4 0	8 4 1	2,137 15 0	11
423 14 3	750 0 0	117 0 4	2,102 19 0	—	—	—	3,832 3 10	12
250 0 0	300 0 0	216 14 8	172 3 7	—	—	—	1,561 2 5	13
228 1 4	300 0 0	—	87 3 2	—	—	—	1,058 12 3	14
1,600 0 0	750 0 0	190 2 4	6,106 4 10	—	—	3 5 0	14,465 2 5	15
880 0 0	600 0 0	—	2,692 13 6	—	—	1 0 0	8,296 12 1	16
597 10 0	400 0 0	55 7 3	987 2 0	—	—	—	2,836 4 1	17
650 0 0	400 0 0	50 14 1	1,591 5 9	—	4 18 10	3 6 9	5,120 12 7	18
120 0 0	300 0 0	55 17 0	200 13 1	—	—	5 0 0	1,584 18 8	19
885 10 1	400 0 0	411 18 8	534 4 11	—	—	368 16 4	4,041 9 5	20
147 10 2	400 0 0	178 2 2	850 19 7	1,794 10 8	—	3 14 0	4,898 2 7	21
667 5 0	300 0 0	6 14 9	98 9 4	—	—	2 5 8	1,797 6 1	22
44 19 5	350 0 0	126 8 8	221 0 2	—	2 5 3	51 10 9	2,485 13 10	23
260 0 0	300 0 0	49 7 9	90 4 3	—	—	60 6 2	1,514 19 1	24
296 10 7	300 0 0	—	663 2 4	850 0 0	—	142 3 1	3,065 2 8	25
274 16 11	450 0 0	450 10 2	347 0 2	571 0 0	—	173 0 11	3,869 14 8	26
120 0 0	350 0 0	71 12 0	337 12 2	700 0 0	3 3 4	293 12 9	2,158 18 7	27
818 10 0	650 0 0	435 8 10	1,561 6 2	—	15 10 3	—	6,454 8 7	28
540 15 9	300 0 0	164 10 7	352 18 1	—	21 6 10	11 15 3	3,095 8 11	29
623 0 0	750 0 0	693 1 1	1,533 10 7	—	—	81 7 2	6,277 15 8	30
404 9 10	600 0 0	414 16 3	667 7 7	1,000 0 0	—	310 14 11	5,615 12 0	31
185 0 0	300 0 0	45 3 6	†192 6 10	—	—	—	1,382 17 3	32
14,644 5 8	14,600 0 0	5,388 18 6	32,278 3 3	5,215 10 8	49 2 9	2,095 8 4	127,112 3 2	

† This sum represents contributions from six parishes.

No.	NAME OF SCHOOL. (*Under the Management of Authorities other than School Boards*).	INC			
		Balance (if in hand).	Contributions payable from Common Good of Burgh or other Funds Administered by Town Council.	Endowments.	School Fees and Books Sold.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.
33	Aberdeen, Robert Gordon's College ..	—	—	25 19 4	3,835 13 5½
34	Anstruther, Waid Academy	—	—	497 2 0	340 12 6
35	Beith, Spier's School	—	—	1,450 17 3	451 7 6
36	Crieff, Morrison's Academy	301 11 3	—	1,145 14 11	1,238 16 1
37	Cupar, Bell Baxter School	226 5 3	—	468 7 7	646 14 9
38	Dollar Institution	—	—	1,688 14 5	1,919 15 10
39	Dundee High School	—	500 0 0	1,289 11 10	3,329 3 5
40	Edinburgh, Daniel Stewart's College ..	—	—	3,518 16 10	2,937 0 3
41	Edinburgh, George Watson's Boys' College.	—	—	7,374 9 0	8,527 0 0
42	Edinburgh, George Watson's Ladies' College	—	—	2,175 8 2	7,913 1 9
43	Edinburgh Ladies' College	—	—	3,937 14 9	8,452 0 9
44	Glasgow, Allan Glen's School	—	—	850 0 0	2,039 11 0
45	Glasgow, Hutchesons' Boys' Grammar School	—	—	3,241 14 5½	536 0 0
46	Glasgow, Hutchesons' Girls' Grammar School	2,680 14 5	—	3,241 14 5½	1,116 10 6
47	Glasgow, St. Aloysius College	—	—	—	500 17 7
48	Inverness Royal Academy	—	—	1,665 12 2	1,252 13 2
49	Nairn, Rose's Academical Institution ..	*65 13 3	—	110 4 3	81 4 1
50	Newton Stewart, Douglas and Ewart High School.	273 2 4	—	902 1 5	347 10 3
51	Perth, Sharp's Institution	—	—	634 5 3	477 13 4
52	St. Andrews Madras College	19 16 10½	—	642 15 7⅓	1,014 11 1
53	Stonehaven, Mackie Academy	947 6 0	—	380 7 9	618 8 3
54	Selkirk High School	†345 12 11	—	189 8 2	157 1 3
55	Tain Royal Academy	325 17 2	25 0 0	338 1 0	407 10 0
	Total ..	5,185 19 5½	525 0 0	35,769 0 7⅓	48,140 16 9½
	Brought forward from previous page ..	7,247 14 8	4,368 12 1	2,628 17 10	38,595 9 5
	GRAND TOTAL	12,433 14 1½	4,893 12 1	38,397 18 5½	86,736 6 2½

* Balance of Capital realized. † This includes £280 from Building Fund Account.

OME.

Grants from Committees of Burghs and Counties for Secondary Education under § 2 (1)(b) of Education & Local Taxation Account (Scotland) Act, 1892.	Grants from Scotch Education Department, under Minute of 27th April, 1899.	Grants from Scotch Education Department for Science and Art.	Payments out of the School Fund.	Loan raised for Enlargement of School.	Interest on Bank Deposits.	Other Sources of Income.	Total Income.	No.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	
500 0 0	750 0 0	2,015 2 10	—	—	—	—	7,126 15 7½	33
260 0 0	390 0 0	—	—	—	—	—	1,397 14 6	34
126 0 0	300 0 0	—	—	—	—	—	2,328 4 9	35
280 0 0	300 0 0	—	—	—	—	—	3,266 2 3	36
270 0 0	300 0 6	9 7 2	—	—	—	8 17 2	1,929 11 11	37
140 0 0	400 0 0	103 6 10	—	—	—	—	4,251 17 1	38
954 17 0	550 0 0	485 14 7	—	—	—	735 12 1	7,844 18 11	39
200 0 0	400 0 0	—	—	—	—	—	7,055 17 1	40
200 0 0	750 0 0	117 5 0	—	—	—	—	16,968 14 0	41
350 0 0	700 0 0	—	—	—	—	—	11,138 9 11	42
650 0 0	750 0 0	120 0 3	—	—	—	—	13,909 15 9	43
430 0 0	700 0 0	2,311 11 8	—	—	—	144 15 0	6,475 17 8	44
—	400 0 0	—	—	—	20 4 9	—	4,197 19 2½	45
—	400 0 0	—	—	—	20 4 9	—	7,459 4 1½	46
282 7 6	—	11 8 0	—	1,200 0 0	6 5 5	43 16 0	2,044 14 6	47
400 0 0	350 0 0	149 11 8	—	—	—	—	3,817 17 0	48
481 17 3	300 0 0	—	—	†1,486 4 10	—	158 2 1	2,683 5 9	49
430 0 0	400 0 0	128 18 4	—	—	—	—	2,481 12 4	50
263 0 0	350 0 0	335 17 3	—	—	—	45 12 0	2,106 7 10	51
260 0 0	300 0 0	117 10 4	—	—	—	—	2,354 13 11	52
400 0 0	300 0 0	—	—	—	42 2 7	8 2 9	2,696 7 4	53
143 7 0	300 0 0	—	—	—	—	—	1,135 9 4	54
315 0 0	300 0 0	136 6 7	—	—	—	22 12 7	1,870 4	55
7,336 8 9	9,600 0 0	6,042 0 6	—	2,686 4 10	88 17 6	1,167 9 8	116,541 18 1½	
14,644 5 8	14,600 0 0	5,388 18 6	32,278 3 3	5 215 10 8	49 2 9	2,095 8 4	127,112 3 2	
21,980 14 5	24,200 0 0	11,430 19 0	32,278 3 3	7,901 15 6	138 0 3	3,262 18 0	243,654 1 3½	

† Capital realized.

TABLE I.

No.	NAME OF SCHOOL. (*Under the Management of School Boards.*)	EXPEND						
		Balance (if overdrawn).	Salaries of Teachers.	Enlargement of School Buildings.	Books, Apparatus and Stationery	Fuel, Light and Cleaning.	Replacement of Furniture, and Repairs to Building and Furniture.	Interest on Loans.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Aberdeen Girls' High School	1,615 0 9	4,173 18 11	4,768 5 6	77 8 3	406 7 0	99 9 3	412 0 3
2	Aberdeen Grammar School ..	1,170 12 6	4,984 3 8	1 16 0	208 16 6	319 8 8	477 4 8	260 19 2
3	Arbroath High School ..	574 15 3	1,909 8 11	—	93 14 7	142 6 7	35 13 5	354 11 6
4	Ayr Academy	—	3,036 16 4	—	179 15 6	119 19 7	60 2 4	167 1 8
5	Brechin High School ..	—	1,309 17 4	—	73 12 8	45 2 9	44 2 1	100 17 2
6	Callander, McLaren High School	615 6 7	584 18 1	—	32 8 8	40 19 4	18 16 1	68 16 2
7	Dumfries Academy ..	—	3,189 5 2	—	153 12 6	269 10 3	119 18 6	491 8 10
8	Dunfermline High School ..	—	2,090 2 6	—	139 14 6	215 11 8	43 17 3	—
9	Duns (Berwickshire) High School	—	1,020 18 2	—	141 5 2	64 12 5	43 5 6	24 8 6
10	Edinburgh, Royal High School	—	5,805 9 3	—	158 7 3	281 11 0	313 14 11	269 1 11
11	Elgin Academy	475 11 11	1,807 11 3	—	12 5 2	73 18 11	11 11 4	159 5 9
12	Falkirk High School ..	1,312 3 7	1,956 5 10	—	133 0 8	145 15 11	90 9 4	433 11 0
13	Forfar Academy	—	1,302 4 0	—	160 1 6	74 9 9	0 15 0	61 8 7
14	Galashiels Academy ..	—	828 4 9	—	31 4 11	31 6 2	31 15 10	6 17 4
15	Glasgow High School ..	—	8,924 10 11	—	367 6 8	499 16 0	1,454 11 8	1,238 5 0
16	Glasgow High School for Girls	—	5,372 17 0	—	64 2 2	391 16 6	459 10 4	864 16 0
17	*Govan, Hillhead School ..	—	2,386 4 6	—	76 11 1	70 0 0	15 0 0	66 0 0
18	Greenock Academy ..	—	3,278 18 8	—	79 19 3	169 9 4	178 1 2	223 7 6
19	Haddington, Knox Institute	—	897 13 4	—	130 4 1	92 9 1	96 11 9	75 3 7
20	Hamilton Academy ..	152 15 4	2,958 9 1	—	279 18 10	187 4 7	171 3 9	20 15 2
21	Irvine Royal Academy ..	—	1,703 1 11	1,993 17 7	80 8 11	80 7 9	62 13 6	397 6 3
22	Kelso High School .	—	1,318 6 4	—	34 11 11	53 15 0	50 15 0	44 3 4
23	Kirkcaldy High School ..	—	1,813 14 10	—	229 17 5	131 4 11	28 0 7	—
24	Kirkcudbright Academy ..	—	1,135 17 8	111 2 10	33 8 2	35 9 6	26 6 2	58 2 3
25	Linlithgow Academy ..	—	779 17 6	1,352 5 4	38 13 6	116 11 0	11 5 4	207 13 8
26	Montrose Academy ..	338 7 11	2,043 10 0	20 0 0	136 15 8	112 1 5	48 8 6	216 11 8
27	North Berwick High School	—	662 15 9	804 16 2	53 19 11	32 9 1	29 6 11	111 7 9
28	Paisley Grammar School ..	—	3,440 15 8	—	49 9 0	303 11 10	96 1 6	469 14 6
29	Peebles High School ..	—	1,083 12 9	1,617 3 3	44 15 4	139 10 9	115 15 3	165 15 5
30	Perth Academy	1,545 9 2	3,893 3 1	—	229 14 10	272 5 11	469 18 3	276 1 1
31	Stirling High School ..	1,061 3 2	3,192 17 5	450 0 4	146 9 0	203 5 9	102 18 8	69 15 2
32	Stranraer High School ..	—	1,017 19 0	—	91 4 8	19 15 0	20 19 3	—
	Carried forward ..	8,861 6 2	79,403 9 1	11,119 7 0	3,762 18 3	5,142 3 5	4,328 3 1	7,315 6 2

* This is the higher department only which is not in receipt of grants under the Day School Code.

—*Continued.*

ITURE.						BALANCE.				
Repayment of Loans.	Rent, Rates, Taxes and Insurance.	Expenses incident to Annual Examination.	Printing, Postages, Advertising, etc.	Other Expenses.	TOTAL EXPENDITURE.	If in hand.	If overdrawn.	Total assessment in the £ for School Rate.	Product of a rate of 1d. in the £	No.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.	£	
308 10 0	125 10 4	0 2 0	50 1 0	107 4 0	12,143 17 3	—	6,665 4 6	1 3⅞	2,841	1
286 7 0	153 6 9	10 18 9	55 4 1	319 1 10	8,247 19 7	—	2,033 9 3	1 3½		2
325 14 9	114 0 10	11 3 0	23 10 2	186 17 0	3,771 16 0	—	565 10 5	1 1¾	331	3
247 1 8	72 3 3	30 16 0	51 3 0	226 10 5	4,191 9 9	—	250 1 10	9½	545	4
93 0 0	28 10 0	3 19 4	5 6 6	11 4 1	1,715 11 11	94 14 1	—	1 5	119	5
55 15 6	42 19 2	—	2 9 6	40 1 3	1,502 10 4	—	512 11 2	10½	77	6
356 0 0	71 15 0	13 0 0	31 19 9	81 16 0	4,778 6 0	502 14 11	—	1 3	230	7
—	52 10 5	—	36 13 10	51 15 0	2,630 5 2	263 6 1	—	1 4	285	8
44 3 6	22 10 3	—	22 7 3	65 9 6	1,449 0 3	234 17 4	—	8⅚	84	9
345 2 8	293 12 6	1 7 0	111 7 9	482 4 9	8,061 19 0	—	—	10¼	10,800	10
167 8 7	83 16 10	—	19 5 8	22 2 4	2,332 17 9	—	195 2 9	1 3	127	11
290 0 0	92 15 10	0 10 6	—	56 11 2	4,511 3 10	—	679 0 0	1 5	416	12
110 0 0	13 7 6	—	2 12 9	11 14 4	1,736 13 5	—	175 11 0	8¼	136	13
17 15 4	10 10 6	—	13 3 1	7 10 8	978 8 7	80 3 8	—	1 5⅞	182	14
1,130 0 0	548 10 9	22 4 4	229 11 9	50 5 4	14,465 2 5	—	—	1 2	13,139	15
760 0 0	255 5 5	14 10 6	78 16 2	34 18 0	8,296 12 1	—	—	1 2		16
119 0 0	100 0 0	—	3 9 0	—	2,836 4 1	—	—	1 1	4,095	17
171 15 9	141 10 7	—	70 13 3	183 4 4	4,496 19 10	623 12 9	—	1¼	1,200	18
55 19 6	45 0 8	—	19 3 6	37 2 2	1,449 7 8	135 11 0	—	1 3	65	19
33 6 8	97 6 3	4 4 6	1 6 8	84 8 2	3,990 19 0	59 10 5	—	1 8	307	20
227 9 1	114 17 1	3 3 0	38 10 8	90 12 11	4,792 8 8	105 13 11	—	10	106	21
54 6 0	33 4 9	3 3 0	30 1 4	36 19 6	1,659 6 2	137 19 11	—	9½	96	22
—	61 14 8	—	24 5 1	54 3 1	2,343 0 7	142 13 3	—	1 2	3	23
64 0 0	8 0 10	—	6 6 0	35 16 8	1,514 19 1	—	—	7⅜	80	24
159 16 4	55 17 11	—	20 5 9	257 8 1	2,999 14 5	65 8 3	—	1 1⅞	140	25
522 0 0	85 18 3	—	52 1 2	128 18 3	3,704 12 10	165 1 10	—	1 10⅜	195	26
116 10 0	20 9 3	—	14 0 0	37 3 4	1,882 18 2	276 0 5	—	9½	141	27
354 7 0	219 8 2	13 8 9	23 5 5	80 17 3	5,050 19 1	1,403 9 6	—	1 2½	1,141	28
108 6 11	27 17 4	1 10 0	9 10 6	23 17 5	3,337 14 11	—	242 6 0	1 1⅜	242	29
366 0 0	137 14 10	14 19 1	62 5 8	495 13 11	7,763 5 10	—	1,185 10 2	1 5½	690	30
104 19 1	65 17 9	8 17 9	43 6 7	274 15 11	5,724 6 7	—	108 14 7	1 0	371	31
—	34 12 8	13 18 6	13 15 0	77 6 7	1,289 10 8	93 6 7	—	†	†	32
6,994 15 4	3,231 5 4	171 16 0	1,165 17 10	3,653 13 3	135,650 0 11	4,375 3 11	12,913 1 8	—	—	

† See footnote on page 39.

No.	NAME OF SCHOOL. (*Under the Management of Authorities other than School Boards*).	EXPEND						
		Balance (if overdrawn).	Salaries of Teachers.	Enlargement of School Buildings.	Books, Apparatus and Stationery.	Fuel, Light and Cleaning.	Replacement of Furniture, and Repairs to Buildings and Furniture.	Interest on Loans.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
33	Aberdeen, Robert Gordon's College	—	5,189 4 8	—	199 5 4	372 1 7	148 5 1½	—
34	Anstruther, Waid Academy ..	109 19 4	900 4 2	—	53 8 4½	36 5 8	38 5 10½	—
35	Beith, Spier's School	565 19 3½	1,202 12 6	—	1 4 5	64 0 5	33 12 2	—
36	Crieff, Morrison's Academy ..	—	2,260 9 2	—	152 9 4½	61 6 5	278 19 1	—
37	Cupar, Bell Baxter School ..	—	1,363 15 0	—	26 10 9	43 8 9	9 13 5	—
38	Dollar Institution	181 19 2	2,822 13 10	—	170 12 11	84 2 3	152 10 1	—
39	Dundee High School	5,179 6 6½	5,774 5 2	—	124 5 10½	301 10 6½	112 16 7	233 7 5
40	Edinburgh, Daniel Stewart's College	—	4,074 18 9	123 9 7	58 4 0	201 13 1	232 9 1	—
41	Edinburgh, George Watson's Boy's College	—	10,497 13 8	1,393 16 4	132 0 3	329 14 0½	146 16 10	—
42	Edinburgh, George Watson's Ladies' College	—	7,284 3 3	122 14 6	73 7 8	214 14 7	215 14 0	—
43	Edinburgh Ladies' College ..	—	8,507 3 8	—	112 19 9	450 3 8	391 8 4	—
44	Glasgow, Allan Glen's School	—	4,121 9 8	—	627 6 1	390 3 2	238 10 0	317 2 7
45	Glasgow, Hutchesons' Boys' Grammar School ..	229 9 3	2,859 14 2	—	157 4 11	202 4 8	184 6 7	—
46	Glasgow, Hutchesons' Girls' Grammar School ..	—	2,912 5 0	—	221 12 7½	166 12 10	147 17 2	—
47	Glasgow, St. Aloysius College	—	1,097 16 6	1,200 0 0	184 12 3	22 11 2	72 2 6	15 9 0
48	Inverness, Royal Academy ..	3,386 16 10	2,264 2 6	—	43 5 1	94 10 1	35 10 3	—
49	Nairn, Rose's Academical Institution	452 0 10	744 3 6	1,070 0 0	4 3 0	47 9 6	10 17 10	8 4 4
50	Newton Stewart, Dougias Ewart High School ..	—	1,335 15 0	884 7 4	66 11 9	68 18 4	121 3 0	—
51	Perth, Sharp's Institution ..	44 17 5½	1,682 10 0	—	41 14 2	117 5 9	70 0 5	—
52	St. Andrew's, Madras College	—	1,984 6 6	—	36 17 9	75 8 0	36 12 9	—
53	Stonehaven, Mackie Academy	—	1,163 3 3	—	26 0 1	39 10 3	33 18 9	—
54	Selkirk High School ..	—	534 10 0	214 16 11	31 2 2	30 13 5	9 2 7	46 15 11
55	Sain Royal Academy ..	—	1,077 5 0	—	40 8 8	38 18 1	13 13 6	—
	Total	10,149 19 8½	71,654 4 11	5,009 4 8	2,585 7 3	3,453 6 3	2,734 5 11	620 10 3
	Brought forward from previous page ..	8,861 6 2	79,403 9 1	11,119 7 0	3,762 18 3	5,142 3 5	4,828 3 1	7,315 6 2
	GRAND TOTAL	19,011 5 10½	151,057 14 0	16,128 11 8	6,348 5 6	8,595 9 8	7,562 9 0	7,935 16 5

ITURE.					BALANCE.			
Repayment of Loan.	Rent, Rates, Taxes and Insurance.	Expenses incident to Annual Examination.	Printing, Postages, Advertising, etc.	Other Expenses.	TOTAL EXPENDITURE.	If in hand.	If overdrawn.	Total assessment in the £ for School Rate.	Product of a Rate of 1d. in the £.	No.
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	s. d.	£	
—	130 8 0½	2 5 0	84 19 11½	986 1 0	7,412 10 8½	44 4 11	—	—	—	33
—	80 19 9½	—	10 5 3	231 16 0½	1,461 4 6	—	63 10 0	—	—	34
—	8 7 6	—	38 9 8	672 16 7½	2,586 13 7	—	258 8 10	—	—	35
—	152 8 11½	4 5 0	20 9 0	183 0 10	3,113 7 10	152 14 5	—	—	—	36
—	32 13 0	16 14 0	10 13 4	118 15 4	1,622 8 7	307 3 4	—	—	—	37
—	133 3 11	16 15 0	59 8 10	1,078 10 8	4,699 16 8	—	447 19 7	—	—	38
—	185 13 4	3 17 4	121 13 10	488 10 7	12,475 12 2½	—	4,630 13 3½	—	—	39
—	793 7 2	—	218 7 5	1,353 8 0	7,055 17 1	—	—	—	—	40
—	1,808 19 0	—	198 9 0½	2,461 4 10	16,968 14 0	—	—	—	—	41
—	1,217 16 9½	6 0 0	281 17 9½	1,722 1 4	11,138 9 11	—	—	—	—	42
—	1,384 4 6	6 10 2	175 12 5	2,881 13 3	13,909 15 9	—	—	—	—	43
215 6 3	43 1 5	17 15 0	110 10 1	394 13 5	6,475 17 8	—	—	—	—	44
—	131 11 11½	23 9 0	87 4 5	1,058 5 3	4,933 10 2½	—	735 11 0	—	—	45
—	193 17 3	20 13 6	91 11 4½	827 12 5½	4,582 2 2½	2,877 1 11	—	—	—	46
—	143 15 1	10 0	8 1 3	26 11 10	2,771 0 7	—	726 6 1	—	—	47
—	185 10 3	16 10 3	14 18 6	513 13 5	6,554 17 2	—	2,737 0 2	—	—	48
—	5 2 0	—	10 9 7	49 10 11	2,402 1 6	*481 18 1	209 13 10	—	—	49
—	73 14 8	—	27 1 5	180 0 7	2,757 12 1	—	275 19 9	—	—	50
—	48 6 3	16 0 9	44 13 7	281 6 11	2,346 15 3½	—	240 7 5½	—	—	51
—	73 7 11	12 6 8	17 18 0	337 19 9	2,574 17 4	—	220 3 5	—	—	52
37 19 11	31 11 4	—	—	181 4 4	1,513 7 11	1,132 19 5	—	—	—	53
53 6 8	6 2 4	—	6 8 10	37 12 5	970 11 3	†164 18 1	—	—	—	54
—	13 17 1	—	26 2 1	94 8 3	1,304 12 8	‡565 14 8	—	—	—	55
306 12 10	6,878 4 6½	163 11 8	1,665 10 8	16,110 18 0½	121,331 16 8½	5,746 14 10	10,536 13 5	—	—	
6,994 15 4	3,231 5 4	171 16 0	1,165 17 10	3,653 13 3	135,650 0 11	4,375 3 11	12,913 1 8	—	—	
7,301 8 2	10,109 9 10½	335 7 8	2,831 8 6	19,764 11 3½	256,981 17 7½	10,121 18 9	23,449 15 1	—	—	

* Balance of capital realized.
† This includes £65 3s. 1d. from Building Fund Account.
‡ Against this balance falls to be set an expenditure of £328 5s. 2d. upon the School Buildings.

TABLE II.

SECONDARY SCHOOLS.

Particulars of the Grants paid (or promised) under paragraph 3 of the Minute of 27th April, 1899, in respect of the year 1903–1904.

Schools arranged under Counties.	Amount of Grant under Minute of 27th April, 1899.
	1903–1904.
	£
ABERDEEN—	
Aberdeen, Girls' High School	750
,, Grammar School	750
,, Robert Gordon's College	750
AYR—	
Ayr Academy	600
Beith, Spier's School	350
Irvine Royal Academy	750
BERWICK—	
Duns, Berwickshire High School	350
CLACKMANNAN—	
Dollar Institution	750
DUMFRIES—	
Dumfries Academy	750
EDINBURGH—	
Edinburgh Dan. Stewart's College	600
,, Geo. Watson's Boys' College	750
,, Geo. Watson's Ladies' College	750
,, Ladies' College	750
,, Royal High School	600
ELGIN—	
Elgin Academy	550
FIFE—	
Anstruther, Waid Academy	350
Cupar, Bell Baxter School	350
Dunfermline High School	700
Kirkcaldy High School	500
St. Andrew's, Madras College	350
FORFAR—	
Arbroath High School	750
Brechin High School	600
Dundee High School	750
Forfar Academy	500
Montrose Academy	750
HADDINGTON—	
Haddington, Knox Institute	350
North Berwick High School	350
INVERNESS—	
Inverness Royal Academy	500
KINCARDINE—	
Stonehaven, Mackie Academy	350
KIRKCUDBRIGHT—	
Kirkcudbright Academy	400
LANARK—	
Glasgow, Allan Glen's School	750
,, High School	750
,, High School for Girls	600
,, Hutchesons' Boys' Grammar School	500
,, Hutchesons' Girls' Grammar School	650
,, St. Aloysius' College	400
*Govan Hillhead School	600
Hamilton Academy	700

* The grant to Govan Hillhead School is in respect of the higher department which is not in receipt of grants under the Code.

SECONDARY SCHOOLS—*continued.*

Schools arranged under Counties.	Amount of Grant under Minute of 27th April, 1899. 1903–1904. £.
LINLITHGOW—	
Linlithgow Academy	600
NAIRN—	
Nairn, Rose's Academical Institution	350
PEEBLES—	
Peebles Burgh and County High School	450
PERTH—	
Callander, McLaren High School	350
Crieff, Morrison's Academy	450
Perth Academy	750
Perth, Sharp's Institution	400
RENFREW—	
Greenock Academy	750
Paisley Grammar School and Wm. B. Barbour Academy	750
ROSS—	
Tain Royal Academy	350
ROXBURGH—	
Kelso High School	350
SELKIRK—	
Galashiels Academy	350
Selkirk High School	350
STIRLING—	
Falkirk High School	750
Stirling High School	750
WIGTOWN—	
Newton Stewart, Ewart and Douglas High Schools	450
Stranraer High School	350
Total	30,850

In addition to the above-named Secondary Schools, the following Schools, not in receipt of Grants, have been inspected by the Department during the Session 1903-04. An asterisk against the name of a School signifies that that School did not present candidates at the Leaving Certificate Examination.

Ayr, Newmham House School.
Blairs College.
Bothwell, Elmwood Convent School.
*Broughty Ferry, St. Margaret's School.
Dundee, Lawside St. Joseph's Convent School.
Dundee, Seymour Lodge School.
Edinburgh Academy.
Edinburgh, Fettes College.
Edinburgh, George Heriot's Hospital School.
Edinburgh Institution.
Edinburgh, Merchiston Castle School.
*Edinburgh, St. Elizabeth's School.
Edinburgh, St. George's High School for Girls.
Edinburgh, St. Margaret's Ladies' College. (Branches at Newington and Morningside).
Edinburgh, The Ministers' Daughters' College.
Glasgow Academy.
Glasgow, Kelvinside Academy.
*Glasgow Park Girls' School.
*Glasgow, Rosslyn Terrace School.
*Govan, Hillhead, Laurel Bank School for Girls.
Greenock, Clyde School.
Greenock, Collegiate School.
Greenock High School for Girls.
Hawick, Teviot Grove Academy.
Helensburgh, St. Bride's School.
Helensburgh, Larchfield School.
Inverness College.
Inverness, St. Margaret's College.
Kilmalcolm, St. Columba's School.
*Loretto School.
Melrose, St. Mary's School.
Newport-on-Tay, St. Fillan's School.
Peterhead Institute.
Polmont, Blairlodge School.
*Polmont, St. Margaret's School.
Portobello, Brunstane School for Girls.
St. Andrews, Clifton Bank School.
*St. Andrews, St. Leonard's School.
Tayport, Victoria College (including a branch School at Constitution Road).
*Turriff Westwood School.

PREPARATORY SCHOOLS.

*Cramond, Cargilfield School.
*Moffat, St. Ninian's School.
*North Berwick, The Abbey School.
*St. Andrews, St. Katharine's School.
*St. Andrews, St. Salvator's School.

TABLE III.

SECONDARY SCHOOLS.

Particulars of Grants for Science and Art Instruction paid under the Minute of 30th May, 1903, in respect of the year 1902–1903.

NAME OF SCHOOL.	Number of Students recognised for Grant.	GRANT FOR A Physical and Natural Science.	B Drawing.	C Practical Geometry and Educational Handwork.	D Cookery, Laundry-Work, Dress-making, or other Forms of Practical Household Economy.	TOTAL AMOUNT PAID.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Aberdeen Grammar School	119	224 0 9	31 3 9.	57 9 4	—	312 13 10
Aberdeen Robert Gordon's College.. ..	428	1,593 15. 7	177 9 6	354 3 10	--	2,125 8 11
Anstruther Waid Academy	34	44 3 3	10 17 6	—	--	55 0 9
Arbroath High School	94	101 13 9	50 7 7	28 10 8	27 12 2	208 4 2
Brechin High School	48	68 17 3	31 15 7	—	—	100 12 10
Callander McLaren High School	27	47 1 4	15 7 7	—	—	62 8 11
Dollar Institution ..	145	254 2 9	51 2 4	45 12 10	—	350 17 11
Dumfries Academy ..	138	194 16 0	47 2 1	35 0 10	—	576 18 11
Dumfries Mount St. Michael's College ..	36	59 18 0	33 3 11	36 18 3	—	130 0 2
Dumfries St. Joseph's College	56	42 19 5	23 17 0	16 19 10	—	83 16 3
Dundee High School ..	166	432 5 2	75 15 1	79 7 2	48 11 8	635 19 1
Dunfermline High School	162	446 16 0	45 13 7	70 7 0	69 9 10	632 6 5
Duns, The Berwickshire High School ..	68	58 0 6	21 3 10	17 2 4	3 8 10	99 15 6
Edinburgh, George Watson's Boys' College	121	161 4 3	20 10 9	—	—	181 15 0
Edinburgh, George Watson's Ladies' College	57	62 1 6	20 9 10	—	—	82 11 4
Edinburgh Ladies' College	85	110 12 0	28 10 4	—	--	139 2 4
Edinburgh, Royal High School	13	38 17 0	5 17 3	3 6 10	--	48 1 1
Elgin Academy ..	33	35 19 3	10 7 4	—	—	46 6 7
Falkirk High School ..	191	134 6 9	74 8 1	32 2 11	53 6 0	294 3 9
Forfar Academy ..	142	173 7 6	72 18 9	35 17 0	31 0 4	313 3 7
Glasgow, Allen Glen's School	428	1,697 17 7	169 3 9	611 0 6	—	2,478 1 10
Glasgow High School ..	43	76 16 0	—	—	—	76 16 0
Glasgow, St. Aloysius College	56	72 7 9	—	—	—	72 7 9
*Govan Hillhead School	29	76 5 10	—	—	—	76 5 10

* The grant to Govan Hillhead School is in respect of the higher department which is not in receipt of grants under the Code.

NAME OF SCHOOL.	Number of Students recognised for Grant.	GRANT FOR A Physical and Natural Science.	B Drawing.	C Practical Geometry and Educational Handwork.	D Cookery, Laundry-Work, Dress-making, or other Forms of Practical Household Economy.	TOTAL AMOUNT PAID.
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
Greenock Academy ..	35	47 8 9	19 1 9	—	—	66 10 6
Haddington Knox Institute	51	62 2 0	21 17 3	—	23 9 4	107 8 7
Hamilton Academy ..	176	308 11 7	76 17 7	—	37 10 0	422 19 2
Hawick Teviot Grove Academy	41	47 13 9	16 15 4	—	—	64 9 1
Inverness Royal Academy	61	100 18 0	19 16 1	18 19 4	—	139 13 5
Irvine Royal Academy	97	126 17 0	51 10 0	45 15 10	111 8 4	335 11 2
Kelso High School ..	16	9 18 0	—	—	—	9 18 0
Kirkcaldy High School	123	137 6 2	64 12 9	—	—	201 18 11
Kirkcudbright Academy	49	75 5 0	11 14 3	—	—	86 19 3
Linlithgow Academy ..	80	91 4 9	25 10 7	—	7 18 0	124 13 4
Montrose Academy ..	157	368 15 4	50 7 9	47 4 4	17 2 6	483 9 11
Nairn Rose's Academical Institution ..	20	24 0 0	5 9 7	—	—	29 9 7
Newton Stewart Douglas High School (Girls)	14	41 14 3	13 5 7	—	—	54 19 10
Newton Stewart Ewart High School (Boys)	34	106 7 9	3 2 9	31 16 9	—	141 7 3
North Berwick High School	34	46 17 9	10 13 6	9 3 2	6 15 8	73 10 1
Paisley Grammar School and Wm. B. Barbour Academy ..	140	231 10 0	38 0 6	46 3 8	34 14 10	400 14 0
Peebles Burgh and County High School	72	110 12 6	25 19 4	20 19 2	19 13 8	177 4 8
Perth Academy ..	241	529 18 7	126 17 9	88 12 10	54 9 8	799 18 10
Perth, Sharp's Institution	113	272 0 10	53 13 6	69 1 3	32 2 8	426 18 3
St. Andrews, Madras College	61	74 5 3	25 19 6	—	4 19 0	105 3 9
Selkirk High School ..	12	11 4 3	—	—	—	11 4 3
Stirling High School	175	306 14 3	112 7 4	5 3 10	31 16 4	456 1 9
Stonehaven Mackie Academy	67	80 7 6	32 9 3	—	—	112 16 9
Stranraer High School	49	72 18 3	—	—	—	72 18 3
Tain Royal Academy	62	79 13 0	24 10 0	44 15 2	—	148 18 2
Totals	4,599	9,622 9 8	1,847 17 4	1,851 19 8	615 8 10	13,937 15 6

TABLE

STATEMENT for the year 1902–1903, showing the Number of Pupils of various ages on the the Secondary Schools in Scotland claiming Grant

No.	NAME OF SCHOOL. (*Under the Management of School Boards*).	NUMBER OF PUPILS ON THE SCHOOL ROLL														
		Under 12 Years.			Between 12 and 13.			Between 13 and 14.			Between 14 and 15.			Between 15 and 16.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
1	Aberdeen, Girls' High School	27	149	176	—	18	18	—	27	27	—	37	37	—	50	50
2	Aberdeen Grammar School	142	—	142	36	—	36	57	—	57	60	—	60	58	—	58
3	Arbroath High School	9	3	12	14	33	47	24	21	45	33	21	54	22	29	51
4	Ayr Academy	66	55	121	18	13	31	31	3	63	41	34	75	22	18	40
5	Brechin High School	2	—	2	5	5	10	14	5	19	2	13	15	11	43	54
6	Callander, McLaren High School	—	—	—	4	2	6	3	2	5	7	7	14	3	9	12
7	Dumfries Academy	72	42	114	10	10	20	27	24	51	34	34	68	34	29	63
8	Dunfermline High School	—	1	1	7	7	14	26	26	52	33	37	70	36	28	64
9	Duns, Berwickshire High School	—	—	—	1	—	1	6	4	10	18	14	32	14	8	22
10	Edinburgh Royal High School	160	—	160	68	—	68	78	—	78	60	—	60	61	—	61
11	Elgin Academy	22	16	38	10	1	11	29	17	46	12	6	18	7	15	22
12	Falkirk High School	—	—	—	3	—	3	17	16	33	22	32	54	23	26	49
13	Forfar Academy	—	—	—	4	2	6	16	10	26	31	23	54	16	15	31
14	Galashiels Academy	10	3	13	4	5	9	12	2	14	12	5	17	5	4	9
15	Glasgow High School	203	—	203	98	—	98	149	—	149	171	—	171	138	—	138
16	Glasgow High School for Girls	—	171	171	—	65	65	—	87	87	—	120	120	—	133	133
17	Govan, Hillhead School	—	—	—	2	—	2	15	22	37	37	46	83	30	24	54
18	Greenock Academy	136	112	248	35	24	59	41	18	59	41	18	59	33	21	54
19	Haddington, Knox Institute	15	30	45	2	7	9	6	9	15	5	13	18	7	13	20
20	Hamilton Academy	16	11	27	18	18	36	24	17	41	23	22	45	19	22	41
21	Irvine Royal Academy	64	39	103	17	8	25	15	10	25	33	14	47	19	21	40
22	Kelso High School	24	8	32	5	2	7	14	4	18	7	4	11	9	6	15
23	Kirkcaldy High School	—	—	—	3	1	4	19	16	35	43	21	64	22	19	41
24	Kirkcudbright Academy	7	9	16	6	4	10	15	7	22	10	8	18	6	4	10
25	Linlithgow Academy	21	21	42	6	8	14	15	18	33	12	15	27	5	7	12
26	Montrose Academy	11	8	19	14	13	27	29	26	55	29	30	59	28	29	57
27	North Berwick High School	—	—	—	—	—	—	—	6	6	6	6	12	1	7	8
28	Paisley Grammar School	112	71	183	28	17	45	25	16	41	37	24	61	28	24	52
29	Peebles High School	30	15	45	4	3	7	7	4	11	12	9	21	11	4	15
30	Perth Academy	74	43	117	16	17	33	24	27	51	44	36	80	48	46	94
31	Stirling High School	9	14	23	21	16	37	36	27	63	41	40	81	36	33	69
32	Stranraer High School	11	13	24	6	1	7	7	10	17	12	5	17	12	14	26
	TOTAL	1243	834	2077	465	300	765	781	510	1291	928	694	1622	764	701	1465

IV.

School Roll, the Average Attendance of Pupils, and the number of Teachers employed in under paragraph 3 of the Minute of 27th April 1899.

AT THE CLOSE OF THE SCHOOL YEAR.

Between 16 and 17.			Between 17 and 18.			Between 18 and 19.			Over 19 years.			Total number of Scholars over 12 years.			Grand Total.			Number of Scholars in actual average attendance throughout the year.				Number of Teachers.			No.
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Under 12.	Between 12 and 15.	Over 15.	Total.	Graduates (Teachers whose whole time is spent in the School.)	Non-Graduates (Teachers whose whole time is spent in the School.)	Visiting Teachers.	
—	57	57	—	38	38	—	29	29	—	35	35	—	291	291	27	440	467	157	73	186	416	7	31	6	1
39	—	39	16	—	16	8	—	8	4	—	4	278	—	278	420	—	420	140	210	88	438	19	6	4	2
11	25	36	3	10	13	1	8	9	1	4	5	109	151	260	118	154	272	12	142	98	252	4	7	2	3
14	16	30	6	8	14	1	7	8	—	2	2	138	130	263	199	185	384	108	156	92	356	11	7	4	4
5	7	12	1	13	14	1	3	4	—	9	9	39	98	137	41	98	139	2	41	87	130	4	4	1	5
3	5	8	1	1	2	—	1	1	—	1	1	21	28	49	21	28	49	—	18	23	41	2	3	—	6
19	15	34	2	8	10	1	1	2	—	—	—	127	121	248	199	163	362	100	142	111	353	12	12	1	7
19	18	37	7	14	21	2	11	13	—	12	12	130	153	283	130	154	284	1	130	141	272	10	7	—	8
6	6	12	4	5	9	—	1	1	—	—	—	40	38	87	40	38	87	—	43	45	88	3	3	5	9
18	—	18	6	—	6	2	—	2	1	—	1	294	—	294	454	—	454	151	199	81	431	15	5	3	10
3	13	16	5	8	13	—	4	4	—	—	—	66	64	130	88	80	168	31	67	49	147	5	4	3	11
13	16	29	3	13	16	3	11	14	2	10	12	86	124	210	86	124	210	—	92	104	196	5	7	5	12
12	8	20	1	5	6	1	2	3	—	—	—	81	65	146	81	65	146	—	82	56	138	5	1	3	13
3	—	3	2	—	2	—	1	1	—	—	—	38	17	55	48	20	68	9	40	14	63	6	2	2	14
90	—	90	31	—	31	8	—	8	14	—	14	699	—	699	902	—	902	180	447	217	844	28	13	6	15
—	100	100	—	63	63	—	23	23	—	16	16	—	667	667	—	778	778	150	237	293	680	12	23	10	16
10	29	39	2	16	18	1	17	18	—	1	1	97	155	252	97	155	252	—	149	91	240	6	8	5	17
14	18	32	6	9	15	2	7	9	—	—	—	172	115	287	308	227	535	200	160	100	460	9	15	—	18
4	6	10	1	2	3	—	1	1	—	—	—	25	51	76	40	81	121	40	41	31	112	5	3	2	19
12	19	31	10	12	22	2	11	13	—	—	—	108	121	229	124	132	256	26	121	107	254	8	7	5	20
7	11	18	2	10	12	—	8	8	1	4	5	94	86	180	158	125	283	90	92	77	259	5	6	4	21
9	8	17	2	3	5	—	1	1	—	—	—	46	28	74	70	36	106	25	32	36	93	4	4	8	22
16	20	36	4	6	10	2	9	11	2	10	12	111	102	213	111	102	213	—	95	93	188	3	7	6	23
5	3	8	2	4	6	1	1	2	—	—	—	45	31	76	52	40	92	16	47	26	89	4	2	1	24
6	9	15	2	5	7	—	5	5	—	4	4	46	71	117	67	92	159	32	50	34	116	3	6	4	25
11	12	23	—	8	8	—	5	5	—	4	4	111	127	238	122	135	257	16	143	96	255	8	7	4	26
2	2	4	1	—	1	—	2	2	—	—	—	10	23	33	10	23	33	—	19	14	33	4	2	4	27
17	16	33	5	14	19	—	1	1	—	—	—	140	112	252	252	183	435	171	134	92	397	12	6	8	28
4	8	12	3	5	8	—	2	2	—	1	1	41	36	77	71	51	122	47	55	41	143	3	4	4	29
27	20	47	10	12	22	2	7	9	—	8	8	171	173	344	245	216	461	112	152	169	433	11	25	—	30
21	21	42	12	15	27	2	12	14	—	13	13	169	177	346	178	191	369	18	180	137	335	11	9	6	31
6	8	14	2	3	5	—	4	4	—	1	1	45	46	91	56	59	115	21	37	45	103	4	3	4	32
426	496	922	152	310	462	40	195	235	25	135	160	3581	3341	6922	4824	4175	8999	1855	3626	2874	8355	218	249	120	

TABLE

No.	Name of School. (*Under the Management of Authorities other than School Boards.*)	Number of Pupils on the School Roll														
		Under 12 years.			Between 12 and 13.			Between 13 and 14.			Between 14 and 15.			Between 15 and 16.		
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.
33	Aberdeen, Robt. Gordon's College	75	—	75	100	—	100	140	—	140	156	—	156	162	—	162
34	Anstruther, Waid Academy	—	—	—	2	—	2	8	14	22	14	18	32	16	15	31
35	Beith, Spier's School	9	14	23	6	6	12	12	8	20	10	5	15	11	4	15
36	Crieff, Morrison's Academy	40	23	63	15	14	21	21	13	34	10	15	25	26	18	44
37	Cupar, Bell Baxter School	31	31	6	5	3	8	7	9	16	8	11	19	12	10	22
38	Dollar Institution	19	18	37	32	19	51	39	28	67	48	23	71	33	29	62
39	Dundee High School	99	31	130	25	14	39	38	26	64	33	27	60	28	24	52
40	Edinburgh, Daniel Stewart's College	253	—	253	66	—	66	72	—	72	86	—	86	55	—	55
41	Edinburgh, George Watson's Boys' College ..	582	—	582	187	—	187	186	—	186	231	—	231	216	—	216
42	Edinburgh, George Watson's Ladies' College..	—	326	326	—	84	84	—	105	105	—	111	111	—	96	96
43	Edinburgh Ladies' College	—	357	357	—	79	79	—	115	115	—	145	145	—	129	129
44	Glasgow, Allan Glen's School	34	—	34	65	—	65	134	—	134	177	—	177	64	—	64
45	Glasgow, Hutcheson's Boys' Grammar School	76	—	76	37	—	37	60	—	60	74	—	74	30	—	30
46	Glasgow, Hutcheson's Girls' Grammar School	—	70	70	—	45	45	—	51	51	—	82	82	—	58	58
47	Glasgow, St. Aloysius College	59	—	59	18	—	18	28	—	28	35	—	35	26	—	26
48	Inverness Royal Academy	41	49	90	10	6	16	17	12	29	19	14	33	21	12	33
49	Nairn, Rose's Academical Institution.. ..	22	28	50	1	—	1	4	4	8	5	4	9	9	3	12
50	Newton Stewart, Ewart and Douglas High Schools.	8	6	14	4	5	9	5	6	11	7	7	14	14	7	21
51	Perth, Sharp's Institution	—	—	—	7	8	15	19	20	39	21	24	45	18	22	40
52	St. Andrews, Madras College	57	53	110	10	14	24	19	27	46	11	13	24	9	8	17
53	Stonehaven, Mackie Academy	12	15	27	6	5	11	11	12	23	14	12	26	6	14	20
54	Selkirk High School	8	4	12	4	2	6	6	5	11	8	3	11	5	4	9
55	Tain Royal Academy	6	18	24	3	2	5	6	11	17	10	9	19	6	12	18
	Total	1431	1043	2474	603	306	909	832	466	1298	977	523	1500	767	465	1232
	Brought forward from previous page	1243	834	2077	465	300	765	781	510	1291	928	694	1622	764	701	1465
	Grand Total ..	2674	1877	4551	1068	606	1674	1613	976	2589	1905	1217	3122	1531	1166	2697

IV.—*Continued.*

AT THE CLOSE OF THE SCHOOL YEAR.

Between 16 and 17.			Between 17 and 18.			Between 18 and 19.			Over 19 years.			Total number of Scholars over 12 years.			Grand Total.			Number of Scholars in actual average attendance throughout the year.				Number of Teachers.			No.
																		Under 12.	Between 12 & 15.	Over 15.	Total.	Teachers whose whole time is spent in the School.			
Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.					Graduates	Non-Graduates	Visiting Teachers.	
100	—	100	59	—	59	31	—	31	42	—	42	790	—	790	865	—	865	71	345	340	756	23	11	2	33
3	12	15	1	3	4	—	1	1	—	—	—	44	63	107	44	63	107	—	52	49	101	4	1	2	34
3	2	5	6	3	9	—	1	1	—	—	—	48	29	77	57	43	100	20	44	27	91	5	2	2	35
18	11	29	9	7	16	2	2	4	—	1	1	101	81	182	141	104	245	49	91	75	215	8	8	1	36
2	5	7	1	2	3	3	1	4	—	—	—	38	41	79	69	72	141	55	41	34	130	3	7	—	37
30	13	43	12	13	25	8	5	13	2	2	4	203	132	336	223	150	373	36	177	142	355	8	13	2	38
22	21	43	3	23	26	—	5	5	—	7	7	141	147	296	243	178	426	124	159	129	412	17	22	1	39
23	—	23	11	—	11	3	—	3	—	—	—	316	—	316	569	—	569	245	211	76	532	10	11	6	40
122	—	122	44	—	44	19	—	19	—	—	—	1006	—	1006	1,587	—	1,587	541	560	373	1,472	26	34	—	41
—	81	81	—	51	51	—	18	18	—	12	12	—	558	558	—	884	884	290	325	177	792	5	55	16	42
—	84	84	—	85	85	—	34	34	—	7	7	—	678	678	—	1035	1,035	309	315	322	946	6	73	16	43
52	—	52	12	—	12	3	—	3	—	—	—	507	—	507	541	—	541	23	351	142	516	11	16	3	44
15	—	15	14	—	14	3	—	3	2	—	2	235	—	235	311	—	311	67	158	59	284	7	7	6	45
—	29	29	—	13	13	—	8	8	—	5	5	—	291	291	—	361	361	60	165	107	332	7	13	9	46
19	—	19	3	—	3	1	—	1	2	—	2	132	—	132	191	—	191	49	72	51	172	5	5	4	47
17	17	34	10	16	26	8	4	12	3	3	6	105	84	189	146	133	279	75	76	97	248	8	7	3	48
1	8	9	—	2	2	2	4	6	—	2	2	22	27	49	44	55	99	42	13	26	81	2	4	—	49
5	2	7	2	2	4	1	2	3	—	—	—	38	31	69	46	37	83	13	31	32	76	4	6	1	50
8	10	18	1	5	6	1	5	6	—	—	—	75	94	169	75	94	169	—	79	62	141	8	6	2	51
8	6	14	6	2	8	2	1	3	1	2	3	66	73	139	123	126	249	93	84	45	222	6	8	5	52
5	8	13	3	5	8	1	2	3	—	4	4	46	62	108	58	77	135	26	49	45	120	6	1	4	53
1	3	4	1	5	6	—	2	2	—	—	—	25	24	49	33	28	61	10	26	20	56	3	1	1	54
9	8	17	4	2	6	2	3	5	—	—	—	40	47	87	46	65	111	22	37	43	102	4	3	2	55
463	320	783	202	239	441	90	98	188	52	45	97	3986	2462	6,448	5,417	3505	8,922	2220	3461	2471	8,152	186	314	88	
426	496	922	152	310	462	40	195	235	25	135	160	3581	3341	6,922	4,824	4175	8,999	1855	3626	2874	8,355	248	249	120	
389	816	1705	351	549	903	130	293	423	77	189	257	7567	5803	13,370	10,241	7680	17,921	4075	7087	5345	16,507	434	563	208	

TABLE V.

FUND established under paragraph 6 of the Minute of 27th April 1899.

	£	s.	d.
Payment into Fund for the year 1899-1900 -	7,659	16	0
" " " 1900-1901 -	9,345	19	0
" " " 1901-1902 -	9,837	15	6
" " " 1902-1903 -	7,438	2	1
" " " 1903-1904 -	4,539	15	8
Total - - -	£38,821	8	3

The following Grants have been made from the Fund :—

	£	s.	d.
1901.			
Glasgow and West of Scotland Technical College - - - - -	5,000	0	0
Glasgow School of Art - - - -	1,500	0	0
1904.			
Glasgow and West of Scotland Technical College (Second Grant) - - -	5,000	0	0
Glasgow Athenæum - - - -	1,500	0	0
Leith Nautical College - - - -	650	0	0
Edinburgh and East of Scotland College of Agriculture - - - - -	1,500	0	0
The West of Scotland Agricultural College -	3,800	0	0
Total - - -	£18,950	0	0
Balance standing to the credit of the Fund -	£19,871	8	3

TABLE VI.

SYNOPSIS of the SCHEMES of BURGH and COUNTY COMMITTEES as approved by the SCOTCH EDUCATION DEPARTMENT, for the distribution of the sums* available under the Minute of 10th June, 1897, as amended by the Minute of 30th April, 1900, for SECONDARY EDUCATION in their respective districts for the year ended 31st March 1904, and of any sums entrusted to the COMMITTEES by LOCAL AUTHORITIES for purposes of Technical Education.

ABERDEEN (BURGH).

Grant for year ended 31st March 1904 = 1,830*l.* 8*s.* 4*d.*
Scheme approved on 6th February, 1903.
Allocation of grant :—

1. Payment of three-fourths of a certified deficiency as shewn by the School Accounts, but not exceeding the following amounts :—

		£	s.	d.
Aberdeen Grammar School -	Aberdeen School Board.	500	0	0
" Girls' High School -		500	0	0
" Central Public School		75	0	0
" Robert Gordon's College - -		500	0	0
" Practising Church School - -		†150	0	0
" United Free Church School - -		75	0	0
		£1,800	0	0

	£	s.	d.
2. Expenses of Committee, &c. - - - - -	60	15	8

* In some cases, where Committees have a balance in hand from the previous year, the sums allocated under their schemes may exceed in amount the grant payable to them in respect of the year ended 31st March 1904.

† This amount has been specially sanctioned under paragraph 10 (*b*) of the minute of 10th June, 1897.

ABERDEEN (COUNTY).

Grant for year ended 31*st March* 1904 = 1,902*l.* 17*s.* 0*d.*
Contributions by local authorities = 2,281*l.* 18*s.* 11*d.*
Scheme approved on 20th December 1901.
Allocation of grant :—

	£	s.	d.
I. To *secondary departments*, viz. :— A grant of 100*l.* each to Fraserburgh Academy, Huntly Gordon School, and Peterhead Academy on the fulfilment of certain conditions	300	0	0
II. To Schools in the County having Higher Departments, a proportion not exceeding two-thirds of the deficit on the working of the Departments, apart from Rates and Endowments	900	0	0
III. The sum of 200*l.* to Teachers of Schools not otherwise receiving aid under this Scheme at the rate of 3*l.* per head on account of pupils who, having qualified for one of the Committee's Bursaries, for a University Bursary, or for Leaving Certificates (other than Lower Arithmetic) pass into and remain for one or more years in an approved Secondary School or Department	200	0	0
IV. For Bursaries open to pupils of all Schools in the County save those mentioned under Head I.			
(*a*) 32 of the value of 4*l.* for the first year, and 6*l.* for the second, distributed equally over the eight districts of the County. Open to pupils of not more than 14 years of age, the subjects of examination being those for the examination under Article 29 of the Scotch Code, and tenable for two years at a School approved by the Committee.			
(*b*) 10 of the value of 15*l.* for the first year, and 20*l.* for the second. Open to pupils of not more than 16 years of age, the subjects of examination being English, Mathematics, Science, Latin, Greek, French and German—not more than four subjects to be taken, of which English must be one. Tenable for 2 years at a Secondary Department or School approved by the Committee, and may be prolonged for an additional year in respect of not more than three pupils in any one year.			
(*c*) Special Bursaries—not more than three in any one year—may be given to Candidates from Elementary Schools who distinguish themselves at the University Competition for Bursaries	650	0	0
V. Expenses of Committee	150	0	0

Grants for technical education :—	£
I. Local technical classes	800
II. Department of Agriculture in the University of Aberdeen	200
III. Subjects for women	350
IV. Fishery	200
V. Training of teachers	300
VI. Special instruction and contingencies	450
VII. Bursaries	250
VIII. Expenses	250
	2,800

Argyll County.

Grant for year ended 31*st March* 1904 = 988*l.* 10*s.* 10*d.*
Scheme approved on 7th December 1903.

Allocation of grant :—	£	*s.*	*d.*
1. Expenses of Committee	40	0	0
2. One Bursary of £15 for each District of the County, tenable for two years and open to pupils under 14 years of age, attending schools not participating in the Committee's Grants. (Any surplus under this head to be allocated to the purposes of head 3)	210	0	0
3. Grants, subject to a maximum of £250, to Campbeltown Grammar School, Dunoon Grammar School and Oban High School in proportion to, but not exceeding three-fourths of the deficit on the working of the Higher Departments	600	0	0
4. Grants to certain selected Schools, in proportion to, but not exceeding three-fourths of, the deficit on the working of the Higher Departments	200	0	0

Ayr County.

Grant for year ended 31*st March* 1904 = 2,891*l.* 3*s.* 4*d.*
Contributions by local authorities = 2,811*l.* 18*s.* 2*d.*
Scheme approved on 13th January 1904.

Allocation of Grant :—

1. Payment of Fees of pupils awarded Free Places in the following Schools:

	Number of Free Places.	£ Estimated Amount.
Ayr Academy	40	440
Kilmarnock Academy	40	120
Irvine Royal Academy	32	192
Beith, Spier's School	8	50
Ardrossan Academy	16	35

2. Payment of three-fourths of a certified deficiency, but not exceeding the following sums :—

	£
Ayr Academy	75
Kilmarnock Academy	425
Irvine Royal Academy	247
Ardrossan Academy	167
Beith, Spier's School—Payment of the whole of the deficiency, up to but not exceeding	62

3. Payment of three-fourths of a certified deficiency, but not exceeding the following sums :—

	£
Largs Public School	53
Beith Academy	90
Dalry Public School	38
Old Cumnock Public School	113
Maybole Public School	113
Girvan Public School	113
Ballantrae Public School	23

4. Bursaries of 10*l.* or 5*l.*, tenable for four years, at the following schools :—

	Number of Bursaries.	
	Minimum.	Maximum.
Ayr Academy	12	24
Kilmarnock Academy	12	24
Irvine Royal Academy	8	16
Beith, Spier's School	4	8
Ardrossan Academy	4	8

	£	s.	d.
5. Bursaries of from 2*l.* 10*s.* to 10*l.*, tenable for one or more years, for county scholars attending schools under Head 3, viz. :—20*l.* allowed for Bursaries at each school=140*l.*			
6. Sum set aside for assistance of scholars attending Fee-paying schools	100	0	0
7. Expenses of Committee	100	0	0
8. *Allocation of grant for technical instruction :—*			
(1) (*a*) Payment of one-fourth of a certified deficiency on Ardrossan Higher Grade Science School, but not exceeding	125	0	0
(*b*) Payment of one-eighth of a certified deficiency on Girvan Higher Grade Commercial School, but not exceeding	50	0	0
(2) Agricultural Education :—			
(*a*) The West of Scotland Agricultural College — 550 0 0			
(*b*) Bursaries tenable at Farmers Classes — 40 0 0			
(*c*) Bursaries tenable at the Dairy School — 30 0 0			
	620	0	0
(3) Continuation Classes.			
(*a*) Grants equal to one-half of the sum contributed locally towards Technical Education by the Town Council to Burgh School Boards in aid of Schemes of Technical Instruction as outlined in Divisions II. and III. of the Continuation Class Code	700	0	0
(*b*) Grant to Parish School Boards or Local Committees in aid of approved Schemes of Technical Instruction	250	0	0
(*c*) Towards Salaries of County Lecturers and Assistants	200	0	0
(4) Special Classes.			
(*a*) Training of Teachers (Art. 91 (d) of Scotch Code)	100	0	0
(*b*) Short Courses of Lectures and Demonstrations not suitable for registration under the Continuation Class Code	50	0	0
(5) Grants towards equipment of Technical Schools and Classes	50	0	0
(6) Railway fares of Students at Technical Classes	300	0	0
(7) Prizes for original work and design	50	0	0
(8) (*a*) 20 Junior Scholarships (Art. 79 (a) Continuation Class Code) of 2*l.* 10*s.* (which may be increased to 5*l.*) open to pupils in rural districts	50	0	0
(*b*) 2 Senior Scholarships (Art. 79 (b) of Continuation Class Code) of 25*l.* (which may be increased to 50*l.*) tenable for three years	150	0	0
(9) Expenses of organisation, etc.	350	0	0
	3,045	0	0

BANFF COUNTY.

Grant for year ended 31*st March* 1904=856*l.* 5*s.* 9*d.*
Contributions by local authorities=54*l.* 18*s.* 8*d.*
Scheme approved on 4th January 1904.
Allocation of grant :—

	£	s.	d.
1. Grants of amounts ranging from £15 to *£235 to 20 Schools subject to the condition that in no case shall the Grant exceed two-thirds of a certified deficiency on the Advanced Department	990	0	0
2. Expenses of Committee	43	0	0
Technical education.—Sums contributed by the Burghs of Buckie and Keith (viz.: 41*l.* 11*s.* 8*d.* and 13*l.* 7*s.* 0*d.* respectively) to be handed to the School Boards of those Burghs	54	18	8

* The proposed grants in excess of £100 have been specially sanctioned under paragraph 10 (*b*) of the Minute of 10th June, 1897.

Berwick County.

Grant for year ended 31*st March* 1904 = 530*l.* 12*s.* 6*d.*
Contributions by local authorities = 705*l.* 6*s.* 8*d.*
Scheme approved on 16th October 1903.
Allocation of grant :—

	£	*s.*	*d.*
1. Expenses of Committee	35	0	0
2. Grants to Secondary Departments in :—			
Coldstream Public School	60	0	0
Lauder „ „	40	0	0
3. To the School Board of Coldstream towards cost of apparatus, fittings, etc., for instruction in Cookery	10	0	0
4. To the school board of Duns towards the cost of maintaining the Berwickshire High School	1,000	0	0
5 Railway fares of children attending Berwickshire High School or the Higher Departments at Coldstream or Lauder, and allowances to those pupils who live more than 2 miles from any railway station, or from Duns, Coldstream and Lauder	200	0	0
6. Teachers' Classes under Article 91 (*d*) of the Code	100	0	0
7. Grant towards the institution and maintenance of the Edinburgh and East of Scotland College of Agriculture	100	0	0

Bute County.

Grant for year ended 31*st March* 1904 = 399*l.* 10*s.* 11*d.*
Scheme approved on 28th October 1903.
Allocation of grant :—

	£
1. Expenses of Committee	20
2. Seven Bursaries of 15*l.* (or a less number of 20*l.*) six tenable at least for two years and one (Arran) for one year by scholars attending Rothesay Academy from Arran (5) and Cumbrae (2)	105
3. Grants of 2*l.* to three scholars from Kingarth parish attending Rothesay Academy as free scholars	6
4. Fixed Grant to Rothesay Academy, on condition that certain free scholarships are given	*290

Caithness County.

Grant for year ended 31*st March* 1904 = 559*l.* 14*s.* 11*d.*
Contributions by local authorities = 247*l.* 12*s.* 4*d.*
Scheme approved on 16th January 1904.
Allocation of grant :—

I. Subsidies to central schools, under certain specified conditions, and provided the grant does not exceed three-fourths of the deficiency upon the Working of the Higher Departments, viz. :—

	£
Thurso Miller Institution	120
Wick Pulteneytown Academy	120
Lybster Public School	100
Halkirk „	70
Keiss „	70
Castletown „	70

II. Bursaries :—

(1.) Five Bursaries of 10*l.*, and five of 7*l.* 10*s.*, tenable for two years, at Secondary Departments, open to all pupils under 13, except those attending schools mentioned under Head I., or other Schools within two miles of the Burghs of Thurso, and Wick. Not more than one Bursary of each value to be awarded in any one school.

* This payment has been specially sanctioned under paragraph 10 (*b*) of the Minute of 10th June, 1897

(2.) Ten Bursaries of 5*l.* open to scholars under 15 attending schools excluded under II. (1), tenable for two years at Secondary Departments, to be increased to £10 when pupils leave their homes to attend such a school. Not more than three Bursaries to be awarded in any one school, though power is reserved to increase the number to any school under certain circumstances.

III. Premiums of 2*l.* to Headmasters of Non-Central Schools for each candidate from their Schools obtaining a Bursary under Head II. (1), and thereafter attending a Central School for at least one year.

IV. 160*l.* for lectures on "Cookery."

V. University Bursary of 25*l.*

VI. Grants not exceeding 5*l.* to any School Board conducting continuation classes (except in the Burghs of Wick and Thurso) in Technical subjects.

VII. Apparatus Grants to School Boards for teaching of Laundry Work Cookery, Manual Work, Bee Culture, &c. (Not exceeding £10 in each case.)

VIII. Expenses of Committee.

Clackmannan County.

Grant for year ended 31*st March* 1904 = 538*l.* 17*s.* 11*d.*
Contributions by local authorities = 17*l.* 10*s.* 8*d.*
Scheme approved on 14th December 1903.
Allocation of grant :—

	£	*s.*	*d.*
Expenses of Committee	23	8	7
Fixed subsidy to Dollar Institution	120	0	0
Fixed subsidies to secondary departments at :—			
Alva	100	0	0
Tillicoultry	90	0	0
Alloa (Burgh)	*235	0	0

Dumbarton County.

Grant for year ended 31*st March* 1904 = 1,410*l.* 3*s.* 10*d*
Scheme approved on 14th January 1904.
Allocation of grant :—

	£	£
1. *Grants to Secondary Departments* in :—		
Bonhill, Alexandria North Public School	100	
Row, Helensburgh, Hermitage Public School	100	
Dumbarton Burgh Academy	100	
Old Kilpatrick, Clydebank Public School	100	
New Kilpatrick Public School	100	600
Lenzie Academy	80	
Luss Public School	10	
Cumbernauld Public School	10	

2. *Capitation grants* to the above-named schools on the average attendance of Scholars, resident in the county, who have satisfied the requirements of Article 29 of the Scotch Code and attend the Secondary Department, viz. :—
£1 for 1st year in attendance.
£1 10*s.* for 2nd year in attendance.
£2 for 3rd year in attendance.

3. *Scholarships*, 24 at 5*l.*, tenable for three years at the above-named central schools, excluding Luss and Cumbernauld Public Schools these scholarships are to be offered for competition amongst scholars in attendance in the Elementary Department of any of the State-aided Schools in the County.

* This payment has been specially sanctioned under paragraph 10 (*b*) of the Minute of 10th June, 1897.

4. A Grant of £1 to the Head Master of any State-aided school, other than those mentioned above, in respect of each pupil who gains 50 per cent. of marks at the Bursary Competition, and completes a 1st year's course in one of the central schools.

DUMFRIES COUNTY.

Grant for year ended 31*st March* 1904=970*l.* 16*s.* 1*d.*

Contributions by local authorities=1,423*l.* 8*s.* 5*d.*

Scheme approved on 31st March 1904.

Allocation of grant :—

A. *Annual grants to "Selected Schools"* viz. :—Dumfries Academy, Wallace Hall Academy, Annan Academy, Dryfesdale Public School, Langholm Academy and Moffat Academy.

	£
(1.) Fixed grant to Dumfries Academy	200
(2.) Grants in proportion to population and valuation of districts served	*700
(3.) Grants in proportion to the average attendance of Scholars qualified in terms of Article 29 of the Code	700

B. *Apparatus grants* to the "Selected Schools" mentioned under head A. - 50

C. *Building grants* on certain conditions to Wallace Hall Academy (balance of 225*l.*)

D. *Bursaries and Free Scholarships at Selected Schools*, viz. :—

Two Bursaries of 15*l.*, four of 12*l.* 10*s.*, and six of 10*l.* (or such other number and of such value as the Committee may determine) tenable for three years by children under 13 years of age who live more than three miles from the nearest "selected school."

Twelve free Scholarships of 2*l.* tenable under similar conditions by children living less than three miles from a "selected school."

E. *Advanced Bursaries and Free Scholarships at Dumfries Academy.*

Two Bursaries of 20*l.*, and four of 15*l.*, (or such other number and of such value as the Committee may determine) tenable for two years by children who reside more than three miles from Dumfries Academy and who have just completed one of the Bursaries or Scholarships under head D.

Six free Scholarships of 5*l.*, tenable, under similar conditions, for two years by children who reside less than three miles from Dumfries Academy.

F. *West of Scotland Agricultural College*	£
(1) Grant of	150
(2) Building grant of one-fortieth of the total expenditure on new Dairy School at Kilmarnock, but not exceeding	100

G. *Bursaries &c., tenable at the West of Scotland Agricultural College.*

	£
One Bursary of 25*l.* tenable for two years	=25
Three 5*l.* Bursaries tenable for one year	=15
Allowances of 2*s.* 6*d.* a day, with class fees and return railway fare, to Students attending Dairy Classes	=50

H. Technical Instruction of blind youths not under 16 years of age - 10

I. Grants to teachers who prepare pupils successfully for the Bursary Examination, not exceeding 2*l.* a head - 100

K. Agricultural experiments, instruction in agriculture, bee-keeping, &c. - 50

* These payments have been specially sanctioned under paragraph 10 (b) of the Minute of 10th June, 1897.

		£
L.	Classes for the further instruction of teachers, and travelling expenses	70
M.	*Expenses of Committee*	150

DUNDEE BURGH.

Grant for year ended 31*st March* 1904=1,911*l.* 17*s.* 9*d.*

Scheme approved on 31st January 1902.

Allocation of grant:—

After providing for the Committee's expenses, the said amount to be divided as follows:—

Dundee High School, one-half.

*The School Board of the Burgh of Dundee for the Higher Departments of their Harris Academy, Morgan Academy, and Liff Road Public School, the remaining one-half.

The grants are conditional upon the establishment of certain free scholarships.

EDINBURGH CITY.

Grant for year ended 31*st March* 1904=3,568*l.* 10*s.* 5*d.*

Scheme approved on 18th December, 1902.

Allocation of grant:—

Grants to higher class schools conditional upon the establishment of free scholarships:—

School.	*No. of Free Scholarships.*	*Amount of Grant.* £	*s.*	*d.*
Edinburgh High School	40 (for boys)	850	0	0
Edinburgh Ladies' College	52 (for girls)	650	0	0
Edinburgh, George Watson's College for Boys	24 (for boys)	200	0	0
Edinburgh, George Watson's College for Girls	28 (for girls)	350	0	0
Edinburgh, Daniel Stewart's Hospital	24 (for boys)	200	0	0
Total	168	2,250	0	0

Scholarships of 5*l.*, tenable for four years at Heriot's Hospital School =200*l.*

A sum of 945*l.* towards the salaries of teachers and towards providing books and apparatus in Higher Grade Departments, viz.:—

	£
Edinburgh School Board	635
Governors of Gillespie's School	*210
Managers of Church of Scotland Normal School	50
Managers of United Free Church School	50
	945

EDINBURGH COUNTY.

Grant for year ended 31*st March* 1904=1,192*l.* 17*s.* 2*d.*

Scheme approved on 9th. January, 1904.

Allocation of grant:—

Expenses of Committee=90*l.*

* These payments have been specially sanctioned under paragraph 10 (*b*) of the Minute of 10th June, 1897.

Grants to secondary departments in connexion with public schools at :—

Class 'A" schools. { West Calder, Penicuik, Lasswade, Dalkeith, Musselburgh, } at 80*l.* each = 400*l.*

Class "B" schools. { Juniper Green Public School, East Calder Public School, } at 40*l.* each = 80*l.*

Bursaries :—

	£	s.	d.
15 *School Bursaries* of 7*l.* 10*s.* for the first year and 10*l.* for the second, with travelling expenses, for two (*or* three) years, tenable at secondary departments in Class A schools, and awarded by competitive examination amongst children under 15 years of age in attendance at State-aided schools who have satisfied His Majesty's Inspector in terms of Article 29 of the Scotch Code - - -	262	10	0
County Bursaries of 25*l.*, with travelling expenses, for two (*or* three) years awarded on the basis of marks obtained at the leaving certificate examination, tenable at higher class schools - - - - - - - - - -	200	0	0
25 *Bursaries* for pupils attending Supplementary Courses of 10*s.* for the first year and 1*l.* for the second with travelling expenses, tenable at Class A or Class B Schools for two years by pupils from other than A or B schools -	37	10	0
Travelling Expenses of Bursars (as above) - - - - -	45	0	0

Grants of 10*s.* *to teachers* in respect of each successful candidate from their Schools, for a Bursary, other than a School or County Bursary.

Grants for efficiency in the above-named schools, viz. :—

To class "A" schools, 2*l.* *or* 1*l.* (according to efficiency) for each scholar above the first 15 (*or* 20) in average attendance in the secondary department.

To class "B" schools, £1 *or* 10*s.* (according to efficiency) for each scholar in average attendance who has been efficiently instructed in terms of Article 21 of the Scotch Code.

Elgin County.

Grant for year ended 31*st March* 1904 = 672*l.* 12*s.* 10*d.*
Contributions by local authorities = 394*l.* 8*s.* 11*d.*
Scheme approved on 27th February 1904.
Allocation of grant :—

1. *Direct subsidies* to the following schools, the grants to the four centres first named being made on condition that free secondary education is given to children who obtain grants under head 2, viz. :—

	£	s.	d.
Elgin Academy - - - - - - -	300	0	0
Milne's Institution, Fochabers - - - -	44	0	0
Forres Public School - - - - -	59	0	0
Grantown Public School - - - - -	55	0	0
Lossiemouth Public School - - - - -	22	10	0
Hopeman Public School - - - - - -	11	10	0
Duffus Public School - - - - -	11	10	0
Rothes Public School - - - - - -	8	0	0

2. (*a.*) *Free railway tickets and grants* of 5*l.* to a certain number of children, in specified parishes, who, being under 13 years of age, are qualified in terms of Article 29 of the Code to attend the nearest central school for secondary education, or the money value of such tickets towards cost of boarding at the centre.

(*b.*) Two *Bursaries* of 20*l.* and five of 10*l.* for children in certain specified parishes, and two *Bursaries* of 10*l.* for other pupils in outlying districts not otherwise provided for.

3. *A special Grant* of 25*l.* to the Headmaster of St. Andrews Llanbryd Public School.

4. *Grants for technical education :—*

	£
(*a.*) Agricultural Department of Aberdeen University	16
Victoria School of Science and Art, Elgin	95
Milne's Institution, Fochabers	28
Grantown Public School	28
	£167

(*b.*) Three Bursaries of 15*l.* tenable at some technical school or college =45*l.*

(*c.*) Grants for :—

	£
Laundry work and cookery	56
Dairy work	16
Lectures in Buttermaking and Dairying	32

(*d.*) For teachers' classes under Art. 91 (*d*) of the Code=48*l.*

(*e.*) Grants of 10*l.* each to assist teachers in going to Paris for the purpose of obtaining further instruction in French = 60*l.*

(*f.*) A grant of 1*l.* for each pupil in average attendance at Navigation Classes, on the subject being favourably reported on by His Majesty's Inspector.

FIFE COUNTY.

Grant for year ended 31*st March* 1904 = 2,524*l.* 7*s.* 9*d.*

Scheme approved on 23rd December 1903.

Allocation of grant :—

Grants to higher class schools :—

(a.) *Direct subsidies* to—

	£	£
Cupar Bell Baxter School	120	
Dunfermline High School	120	
Kirkcaldy High School	120	= 600
St. Andrews Madras College	120	
Anstruther Waid Academy	120	

(b.) *Capitation grants* to each of these schools of 5*l.* for free scholars (not exceeding 24 in number) who have previously attended for three years at a State-aided school, and propose to follow the full curriculum of a secondary education.

[The free scholars are selected by competitive examination.]

Bursaries :—

Two Bursaries of 10*l.* in connexion with each of the five above-named schools, tenable for three years, and awarded after competitive examination amongst children living three or more miles from a secondary school.

Grants of 5*l.* to 10*l.* to each of not more than 10 scholars who have previously attended a State-aided School for three years and who propose to follow the full curriculum of a Secondary Education, but whose residence is at such distance from a higher class school as to prevent advantage being taken of the free scholarships provided above

Extra grants for strengthening school staff to :—
Dunfermline High School, 60*l.*
Kirkcaldy High School, 40*l.*

(A further grant of 40*l.* will be given to Dunfermline High School if the funds permit.)

Grants to the following nine schools :—Burntisland, Ferryport-on-Craig, Newport, Leslie, Markinch, Newburgh, Leven, Tullialan and Kincardine, and Buckhaven.

(a.) *Direct subsidy* of 70*l.* to each for teachers' salaries.

(b.) *Further grants* of 25*l.* or 10*l.* according to whether secondary instruction is good or fair.

Grant to Falkland Public School, of 25*l.* or 10*l.* according to whether the secondary instruction is good or fair.

Expenses of Committee, 70*l.*

FORFAR COUNTY.

Grant for year ended 31*st March* 1904 = 1,505*l.* 9*s.* 4*d.*

Scheme approved on 3rd December 1903.

Allocation of grant:

I. *Grants to higher class public schools*, viz.—

Arbroath High School,
Brechin High School,
Forfar Academy,
Montrose Academy, as follows:—

Annual grant to each of 250*l.* = 1,000*l.*

on condition that at least 25 free scholarships are provided in each school for children requiring aid for higher education.

II. *Grants to secondary or Higher Grade departments* in Broughty Ferry Grove Academy and Kirriemuir Webster's Seminary:—

1. Annual grant of 80*l.* each = 160*l.*

2. Capitation grants of 15*s.* per pupil in the first year's course; 1*l.* 10*s.* in the second year's, and 2*l.* 10*s.* in the third year's course on condition that at least one free scholarship is provided in each school for every 10*l.* of grant received from the Committee. But no school shall receive more than 230*l.* in all, or 100*l.* for each graduate employed in the secondary or higher grade department.

III. *To recognised central schools* situated four miles or more from schools aided under heads I. or II., grants of 25*l.* in addition to capitation grants as specified under head II. But total grant to any school must not exceed 60*l.*

IV. *Capitation grants* to other State-aided day schools in the county, of 1*l.* for each scholar who satisfies His Majesty's Inspector in terms of Article 29 of the Code and who completes a first year's course in a school or department recognised under chapter IX of the Code or in a higher class school.

V. *Expenses of Committee, not exceeding* 40*l.*

GLASGOW BURGH.

Grant for year ended 31*st March* 1904=6,822*l.* 1*s.* 0*d.*

Scheme approved on 14th January 1904.

Allocation of grant:—

Grants to *higher class schools* and *secondary departments of State-aided schools*, conditional upon free scholarships for specified numbers of scholars who have previously attended State-aided schools in the school board district of Glasgow, viz.:—

		£
Glasgow High School (boys)	60 free scholarships	1,600
Garnethill High School for Girls	60 „ „	880
Hutchesons' Grammar Schools (boys and girls jointly)	48 „ „	600
Allan Glen's School (boys)	42 „ „	600
St. Aloysius' College (boys)		250
Secondary departments in:		
St. Mungo's Academy (boys)	36 free scholarships in the four schools	*200
Our Lady and St. Francis' School (girls)		100
Convent School, Garnethill (girls)		100
Provanside Public School		
John Street „ „		
Kent Road „ „	(boys and girls) 150 free scholarships	*1,950
Whitehill „ „		
Woodside „ „		
		6,280

Grant to school board for higher instruction in continuation classes = *340*l.*

Expenses of Committee and Contingencies = 202*l.* 1*s.* 0*d.*

GOVAN PARISH.

Grant for year ended 31*st March* 1904 = 2,409*l.* 16*s.* 3*d.*

Contributions by local authorities = 400*l.*

Scheme approved on 5th January 1904.

Allocation of grant:—

Grants to secondary departments in the following schools:—

	£
Strathbungo Public School	*335
Fairfield Public School	*215
Albert Road Public School	*355
Bellahouston Academy Public School	*510
Hamilton Crescent Public School	*375
Hillhead Public School (on condition that the secondary department does not claim annual grants under the Code)	*648
	2,438

These grants are given on condition that 240 free places are provided in the four last-mentioned schools, the first two being free schools.

	£	*s.*	*d*
Grant to enable Roman Catholic Scholars to attend certain specified Secondary Schools and Departments	116	0	0
Grant for supply of books to free scholars	145	5	0
Grant for promoting higher instruction in Classes under the Continuation Class Code	*120	0	0
Expenses of Committee	40	0	0

HADDINGTON COUNTY.

Grant for year ended 31*st March* 1904 = 610*l.* 13*s.* 6*d.*

Contributions by local authorities = 85*l.* 2*s.* 3*d.*

Scheme approved on 9th February 1903.

* These payments have been specially sanctioned under paragraph 1 of the Minute of 10th June, 1897.

Allocation of grant :—

(1) *Grants to higher class schools and to advanced departments of State-aided Schools :—*

	£	s.	d.
North Berwick High School	120	0	0
Haddington, Knox Institute	120	0	0
Dunbar Public School	80	0	0
Tranent " "	60	0	0
Prestonpans Public School	20	0	0
Payments to County Bursars appointed under previous schemes	20	0	0

(2) *For School Bursaries :*—(a) Bursaries of 5*l.* for three years (and payment towards travelling expenses) to scholars who, after gaining the merit certificate or being authorised for enrolment in terms of Article 29 of the Scotch Code at any State-aided School, other than that in receipt of a slump grant, attend a Higher Class Public School, or a School with an approved Higher Department in the County. £260.

(b) *Capitation grants* of 1*l.* to schools which do not receive other aid under the scheme, for each scholar who, having gained a Merit Certificate, or having been authorised for enrolment in terms of Article 29 of the Scotch Code at such school, receives instruction for at least one year in an approved secondary school, or in a school with an approved higher department, £50.

Expenses of Committee=30*l.*

Technical Education :—

	£	s.	d.
To North Berwick High School for apparatus for physical laboratory and teachers' salaries (including sum voted last year and interest)	163	5	10

Inverness County.

Grant for year ended 31*st March* 1904=1,156*l.* 14*s.* 5*d.*

Contributions by local authorities=416*l.* 13*s.* 5*d.*

Scheme approved on 11th February 1904.

Allocation of grant :—

A. *Grants to advanced departments of Non-Central Schools :—*

A grant of 1*l.* for each Merit Certificate (Article 29) gained, 80*l.*

B. *Bursaries and Special Subsidies :—*

I. District Bursaries.—(*a.*) Ten Bursaries of 15*l.*, one to each county district and two additional to the Skye District, tenable for three or more years at certain specified Schools : where attendance does not involve continuous residence from home, only one-half of the said sum will be payable.

(*b*) Three special Bursaries of 15*l.*, irrespective of districts, tenable for three or more years.

NOTE.—A premium will be paid to the teacher of 2*l.* for each successful competitor for a Bursary, and will be increased by 1*l.* where the successful Bursar shows satisfactory grounding in two Secondary specific subjects.

II. Centre Bursaries.—100*l.* will be allotted in yearly Bursaries not exceeding 5*l.* to pupils not holding Bursaries under head B I.

III. Special fixed inclusive subsidies to :—

	£
Inverness Royal Academy	100
Kingussie Public School	50
Portree Public School	50
Fort William Public School	50
Glen-Urquhart Public School	50

These subsidies are conditional upon the provision of free education for County pupils or Bursars under this scheme.

C. *Expenses of the Committee* = 60*l.*

The Scheme for Technical Education is suspended for the year ending 15th May, 1905, except in the case of Bursars appointed under previous Schemes.

KINCARDINE COUNTY.

Grant for year ended 31*st March* 1904 = 534*l.* 19*s.* 4*d.*

Contributions by local authorities = 514*l.* 4*s.* 2*d.*

Scheme approved on 24th December 1903.

Allocation of grant :—

I. *Grant to higher class school* :—
Stonehaven, Mackie Academy = 210*l.*, conditionally upon the provision of certain free places.

II. *Grant for maintenance of secondary department* at Banchory-Ternan Central Public School = 70*l.*

III. Twenty free scholarships of the annual value of 7*l.* (with an additional allowance in some cases for travelling or boarding), tenable for one year at higher class schools or the secondary department at Banchory-Ternan or in the Practising School attached to either of the Training Colleges at Aberdeen by scholars under 13, qualified under Article 29 of the Code, who have attended a public or State-aided School in the County and who reside more than 3 miles from the schools receiving grants under heads I. or II. = 140*l.*

IV. *Grants to School Boards or Managers of State-aided Schools* in the case of Schools not in receipt of grants under heads I. or II. in respect of Scholars transferred to more advanced Schools or Departments 15*s.* per head, payable to the teaching staff.

V. *Grants for Technical Education* :—

	£
(1.) Stonehaven, Mackie Academy	150
(2.) Banchory-Ternan, Central Public School	15
(3.) Montrose Academy	20
(4.) Agricultural Department of Aberdeen University	25
(5.) Teachers' classes under Art. 91 (*d*) of the Code, and grants to Teachers attending Technical Classes not exceeding	100
(6.) Capitation grants to technical classes, in schools not otherwise in receipt of Grants under head V. in terms of the Continuation Class Code or otherwise, under certain conditions and within certain limits, of 3*s.* 4*d.* for theoretical and 6*s.* 8*d.* for practical instruction per pupil per hour per week for a minimum session of 15 weeks.	

The expenses of the Committee to be met from the balance.

KINROSS COUNTY.

Grant for year ended 31*st March* 1904 = 270*l.* 15*s.* 7*d.*

Scheme approved on 1st February 1898.

Allocation of grant :—

So far as funds permit free scholarships at Dollar Institution, for not more than 4 years (with travelling expenses), will be provided for scholars who are qualified for enrolment in terms of Article 29 of the Code, or possess an equivalent qualification recognised by the Scotch Education Department. Selection will be by examination if necessary.

KIRKCUDBRIGHT COUNTY.

Grant for year ended 31*st March* 1904 = 619*l.* 13*s* 3*d*

Contributions by local authorities = 326*l.* 1*s.* 2*d.*

Scheme approved on 5th February 1903.

Allocation of grant:—

Grants to higher class schools under certain conditions, viz.:—

	£	£
Kirkcudbright Academy (12 free places)	200	
Dumfries Academy (8 free places)	90	
Ewart and Douglas High Schools Newton Stewart (4 free places)	45	335

(The free places are to be awarded to children of not more than 13 years of age who live within 4 miles of the School.)

Grants to secondary departments at:—

	£	£
Castle Douglas Public School	90	180
Dalbeattie „ „	90	

Grants for Technical Education to:—

	£	*s.*	*d.*
Kirkcudbright Academy	60	0	0
Castle Douglas Public School	70	0	0
Dalbeattie Public School	70	0	0
School Board of Kirkcudbright Burgh (for technical or science instruction)	26	1	2
School Board of Castle Douglas (for technical or science instruction)	20	0	0
Dumfries Academy	10	0	0

Bursaries:—14 Bursaries of 15*l.*, tenable for 4 years, and open to pupils, not more than 13 years of age, who live more than 4 miles from any of the above-named schools.

Expenses of Committee = 40*l.*

LANARK COUNTY.

Grant for year ended 31*st March* 1904 = 5,333*l.* 5*s.* 2*d.*

Scheme approved on 24th December 1903.

Allocation of grant:—

	£
(*a.*) *Expenses of Committee*	150
(*b.*) *Grant* to Hamilton Academy	650
(*c.*) *Capitation grants* to 25 Central Schools of 3*l.* 5*s.* on the average attendance of pupils who have satisfied the requirements of Article 29 of the Code, in certain selected schools, and 3*l.* 15*s.* on the average attendance in Higher Grade Departments. Estimated at	4,470

In schools where fees are charged, one free place must be provided for each 10*l.* of Grant obtained. In no case will the Committee's grant exceed three-fourths of a certified deficiency as shown by the School accounts.

	£
(*d.*) *Grants* of 2*l.* to teachers of other than Central Schools in respect of each pupil who gains the Merit Certificate or passes the qualifying examination and is transferred to an approved Secondary Department	500
(*e.*) Ten Bursaries of 10*l.* for Upper Ward, ten of 5*l.* for Middle Ward, and ten of 5*l.* for Lower Ward, tenable for two or more years at Central Schools by scholars from parishes that have no Central School. The 10*l.* Bursaries will be increased to 12*l.* 10*s.* in the second and to 15*l.* in the third year: the 5*l.* Bursaries to 7*l.* 10*s.* in the second and to 10*l.* in the third year	200

	£
(*f.*) Four 15*l.* Bursaries tenable for two years at Hamilton Academy, by scholars who have completed two years of advanced instruction in other Schools - - -	60
(*g.*) Payments to second and third year Bursars - - -	250

LEITH BURGH.

Grant for year ended 31*st March* 1904=1,022*l.* 10*s.* 3*d.*

Scheme approved on 15th December, 1903.

Allocation of grant :—

Subsidies to secondary departments in—

	£	£	s.	d.
Trinity Academy (formerly Craighall Road Public School) - - - - - - - - -	*200	700	0	0
Leith Academy - - - - - - - - -	*500			
Bursaries at the above-named schools - - - -		150	0	0
Grant to evening school. For Bursaries and maintenance of Leith Technical College - - - - - - - -	*100	72	0	0
Expenses of Committee - - - - - - - -		72	10	3

LINLITHGOW COUNTY.

Grant for year ended 31*st March* 1904=905*l.* 14*s.* 4*d.*

Contributions by local authorities=1,000*l.* 5*s.* 10*d.*

Secondary Scheme approved on 12th June, 1902.

Technical Scheme approved on 18th August, 1902.

Allocation of grant :—

A. *Grants to higher class school and secondary departments*, viz. :—

	£	£
(*a.*) To Linlithgow Academy (higher class school) -	200	400
(*b.*) To Bathgate Academy (secondary department) -	100	
„ Bo'ness, Anderson Academy (secondary department) - - - - - - - - -	100	

(*c.*) Further grants to the above-named schools directly proportioned to, but not exceeding two-thirds of, a certified deficiency as shewn by the school accounts.

B. Payment of railway fares to recognised centre schools of scholars qualified in terms of Article 29 of the Code, at schools two or more miles from such centres.

C. Grants to the teachers in schools not receiving a grant under head A, of 1*l.* for each scholar qualified in terms of Article 29 of the Code, who is transferred to and remains in a secondary school or department for at least two years.

Technical Education.

I.—*Elementary Technical Education. To School Boards and other recognised Educational Authorities conducting Continuation Classes under Division II. of the Continuation Class Code* :—

(*a*) Grants equal to one-fourth of those earned from the Department for each school or class giving instruction in two, at least, of the subjects named in Art. 14, C, D, E, F, G, and H, or in the special subjects defined in Art. 10.

(*b*) A special grant of 10*s.* under certain conditions, for every scholar in average attendance, satisfactorily taught in Mathematics and Geometrical Drawing, provided that no payment is made for these subjects under the preceding paragraph.

* These payments have been specially sanctioned under paragraph 10 of the Minute of 10th June, 1897.

II. *Special Technical Classes:—*

(*a*) Provision of Special Classes at Bo'ness, Linlithgow, Bathgate, Broxburn, Fauldhouse and Whitburn, for a three years course in technical subjects, students to be allowed their railway fares, subject to certificates of regular attendance and satisfactory progress.

(*b*) Provision of Special Classes for Teachers at Linlithgow and Bathgate, in the subjects of Drawing and Nature Knowledge, teachers to be allowed their railway fares, provided they sit the Science and Art Examinations.

(*c*) Payment of class fees and railway fares to enable certain students to attend classes at the Coatbridge Technical College, the Heriot-Watt College, or the Glasgow Technical College.

(*d*) A grant of 150*l.* to the Edinburgh and East of Scotland College of Agriculture to carry on experiments within the County, and to establish classes in agricultural subjects.

III. *Apparatus:—*

(*a*) Provision of apparatus for the Special Technical Classes.

(*b*) Grants towards equipment of local Science and Art Classes.

(Grants for technical education to schools and classes in Burghs will be reduced by the amount (if any) which the authorities of such Burghs may retain at their own disposal out of the residue grant.)

NAIRN COUNTY.

Grant for year ended 31*st March*, 1904=292*l.* 12*s.* 7*d.*

Scheme approved on 15th January, 1904.

Allocation of grant:—

1. University Bursary of 16*l.* tenable for three years, open to pupils of *Nairn, Rose's Academical Institution.*
2. Instalment of Bursary of 30*l.*, awarded under scheme for 1901-1902, tenable for four years at a Secondary School.
3. The ordinary school fees at *Nairn Rose's Academical Institution* to be paid for pupils under 13 from State-aided Schools who have qualified in terms of Article 29 of the Scotch Code.
4. After payment of *Committee's expenses* the residue of the grant to go to *Nairn, Rose's Academical Institution*, under certain conditions.

ORKNEY COUNTY.

Grant for year ended 31*st March*, 1904=504*l.* 16*s.* 6*d.*

Scheme approved on 13th November, 1902.

Allocation of grant:—

1. *Expenses of Committee*, 40*l.*

2. *Capitation Grants* of 3*l.* on the average attendance in the Advanced Departments of—

	£
Kirkwall (Burgh) Public School (total grant not to exceed	160)
Stromness Public School - („ „	90)

3 (*a*). Ten Bursaries of 3*l.* tenable for two years at a Secondary School, open to pupils from schools other than those mentioned under Head 2, who have satisfied His Majesty's Inspector in terms of Article 29 of the Code, and are under 14.

(*b*). Five Bursaries of 12*l.* open to pupils under 16, and three of 6*l.* for pupils residing in the Parishes of Kirkwall and St. Ola and Stromness, tenable for two years with free education at Kirkwall or Stromness Public Schools.

PEEBLES COUNTY.

Grant for year ended 31*st March*, 1904=359*l.* 13*s.* 8*d.*

Scheme approved on 23rd November, 1897.

Allocation of grant :—

To higher class school, viz. :—
Peebles Burgh and County High School, 350*l.*

Payment of one half the deficit on the working of the higher department of West Linton Public School, up to but not exceeding 16*l.*

The remainder to be held over for the *Committee's expenses*, &c., and any balance remaining in hand to be added to the grant to Peebles Burgh and County High School.

PERTH COUNTY.

Grant for year ended 31*st March* 1904=1,516*l.* 19*s.* 2*d.*

Scheme approved on 23rd December, 1903.

Allocation of grant :—

(1.) Grants to *higher class schools*, viz. :—

	£	£
(*a.*) Direct subsidies :—		
Perth Academy	200	570
Perth, Sharp's Institution	120	
Crieff, Morrison's Academy	150	
Callander, McLaren High School	100	

(*b.*) *Capitation grant of* not more than 1*l.* on the average attendance of scholars in the above schools who are over 12 years of age.
(The grant may be reduced or withheld if efficiency of secondary instruction is unsatisfactory.)

(2.) *Grants to secondary departments in* :—
Aberfeldy Public School.
Blairgowrie Public School.
Alyth Public School.
Coupar-Angus Public School.
Pitlochry Public School, viz. :—

(*a.*) *Capitation grants of* 2*l.* on average attendance of pupils who have gained the Merit Certificate, or who are qualified under Article 29 of the Code.

(3) Five bursaries (one for each county district) of 15*l.* tenable for three years at a Secondary School or Department to be approved by the Committee, open to Scholars under 14 who hold the Merit Certificate, or are qualified under Article 29 of the Code and whose residence is more than three miles from any of the Schools named in sections (1) or (2) above.

(4) Grant of 3*l.* to teacher of the Elementary School in which bursar was prepared.

(5.) *Expenses of Committee*=50*l.*

RENFREW COUNTY.

Grant for year ended 31*st March* 1904=3,328*l.* 19*s.* 10*d.*

Scheme approved on 4th January 1904.

Allocation of grant :—

Grants to higher class schools :—	£
Paisley Grammar School (on condition of 100 free places)	700
Greenock Academy („ „ „ 100 „)	650

	£
Grant (1) for free places in higher class schools in Glasgow, for scholars from the parishes of Eaglesham and Mearns, and that part of the County which lies north of the River Clyde and scholars attending Busby Public School and (2) for free places in Spier's School, Beith, for scholars from the parishes of Lochwinnoch, Neilston, and Kilbarchan, and (3) for free places (not exceeding 20) for Roman Catholic scholars in secondary schools in Glasgow, not exceeding 6*l.* per scholar (about) - - - - - -	400

The free places will be awarded by competitive examination. Roman Catholic children gaining free places may attend at Roman Catholic Secondary Departments in Paisley or Greenock, and will receive travelling expenses.

Grants to higher departments in State-aided schools :—

	£
Paisley, John Neilson Institution (on condition that 20 free places are provided) - - - - - - -	250*
Greenock, Holmscroft Public School - - - -	250*
Cathcart, Queen's Park Public School - - - -	250*
Kilmalcolm Public School - - - - - - -	90
Shawlands Academy - - - - - - - -	170*
Port Glasgow, Jean Street Public School - - -	90
Renfrew Burgh, Blythswood Testimonial Public School	90
Neilston, Grahamston Public School - - - -	120*

To secondary departments which may be established in Roman Catholic schools in Paisley or Greenock a capitation grant of 4*l.* (for two years only) in respect of each Roman Catholic scholar in attendance who has passed the qualifying examination under Article 29 of the Scotch Code and resides within the district of the Committee = about 60*l.*

For *travelling expenses of free Scholars*, and scholars attending higher departments = about 250*l.*

Expenses of Committee = 120*l.*

Ross and Cromarty County.

Grant for year ended 31*st March* 1904 = 1,012*l.* 0*s.* 1*d.*

Contributions by local authorities = 675*l.* 1*s.* 3*d.*

Scheme approved on 1st February 1904.

Allocation of grant :—

A. *Bursaries :—*

	£
(*a.*) Twenty school Bursaries of 5*l.* tenable for at least one year with free scholarships at the central schools mentioned below, by children living three or more miles from a central school - - - - - - - -	= 100
(*b.*) Six Bursaries of 20*l.* (one for each county district) tenable for at least two years by pupils whose attendance at a central school involves continuous residence from home, one-half only of the Bursary being payable if the Bursar can attend such School from his own home. Competitors must be between the ages of 12 and 16 years - - - - - - - - - - - -	= 120
(*c.*) Eight Bursaries of not less than 10*l.* tenable for at least two years by Lewis pupils whose attendance at the Nicolson Public School involves continuous residence from home - - - - - - - - - - - -	= 80
(*d.*) Bursaries at Tain Royal Academy - - - - -	= 60

*These payments have been specially sanctioned under paragraph 10 (*b*) of the Minute of 10th June 1897.

(*e.*) A premium of 2*l.* to teachers of non-central schools in respect of each successful Bursar prepared by them, and an additional sum of 1*l.* in respect of each successful Bursar who shows proficiency in an optional examination covering the second stages of two Secondary Specific Subjects - - - - - - - - - = £15

(*f.*) Five Bursaries of 20*l.* continued under previous scheme = 100

(*g.*) Lewis Bursaries continued under previous scheme - = 70

B. *Direct subsidies to central schools for additions to staff, equipment, &c.* :—

	£
Tain Royal Academy	40
Invergordon Public School	67
Dingwall Public School	107*
Fortrose Academy	47
Ullapool Public School	40
Auchtercairn Public School	34
Plockton Public School	40
Stornoway Nicolson Public School	100
Cromarty Public School	34
	509

D. *Expenses of Committee*=45*l.*

Technical education grant :—

I. *Bursaries.*—One £20 Bursary for each county district (with two additional for the Lewis district) tenable for at least two years, at any approved higher class or higher grade School by candidates between the ages of 12 and 16. The full amount of the Bursary will be awarded only to candidades whose attendanee at the centre involves residence from home.

A premium of 2*l.* will be allowed to each teacher who successfully trains a Bursar, and a supplement of £1 if the successful Bursar passes a satisfactory examination in the Second Stage of two of the following Subjects:—Mathematics, Navigation, Agriculture, Mechanics, and Hygiene.

II. *Teachers' courses.*—The Committee will subsidise one or more of such courses (approved by the Department).

III. *Special grants.*—75*l.* each to Tain Royal Academy, Dingwall Academy, and Stornoway Nicolson Public School towards special staff for technical instruction.

Roxburgh County.

Grant for year ended 31*st March* 1904=715*l.* 2*s.* 9*d.*

Contributions by local authorities=753*l.* 15*s.* 3*d.*

Scheme approved on 6th February, 1904.

Allocation of grant :—

1. *Expenses of Committee*=40*l.*
2. Travelling expenses of scholars attending Kelso High School, Teviot Grove Academy, Hawick, and Jedburgh Grammar Public School, 50*l.*
3. To higher class schools at Hawick and Kelso :—

(*a.*) *Fixed subsidies* :—

	£	*s.*	*d.*	£
Hawick	207	10	0	=415
Kelso	207	10	0	

* This payment has been specially sanctioned under paragraph 10 (*b*) of the Minute of 10th June 1897.

(*b.*) *Payments of 3l. in respect of free scholarships* entitling the holder to free education in these schools, viz.:—

	£
21 at Hawick 21 at Kelso	=126

4. Grant towards maintenance of Jedburgh Grammar Public School 64*l.*
5. To Melrose Public School a capitation grant (not to exceed 20*l.* in all) of 3*l.* for each scholar in average attendance who, after having satisfied His Majesty's Inspector in terms of Article 29 of the Scotch Code, receives secondary instruction.
6. The surplus, if any, to be given to the Higher Class Schools at Kelso and Hawick, and the Advanced Department of Jedburgh Grammar Public School, in proportion to the fixed subsidies payable under 3*a* and 4 above.

Grants for technical education :—

1. To secondary schools; viz. :—

	£
Hawick, Teviot Grove Academy	200
Kelso High School	200
Jedburgh Grammar Public School	36
	£436

	£	s.	d.
2. For classes for teachers under Article 91 (*d*) of the Scotch Code	50	0	0
3. To Edinburgh and East of Scotland College of Agriculture	150	0	0
4. Balance to be divided equally between the Higher Class Schools at Kelso and Hawick			

SELKIRK COUNTY.

Grant for year ended 31st March 1904=448*l.* 8*s.* 3*d.*

Scheme approved on 27th January 1903.

Allocation of grant :—

	£	s.	d.
1. *A Grant to the School Board of Yarrow*, equal to one-half of such extra expense as shall be shown by its accounts to have been incurred in its higher department, but not exceeding	25	0	0
2. *Five Bursaries of* 12*l. each*, tenable for three years at Selkirk High School, Galashiels Academy, or Yarrow Public School, by children in the County over eleven years of age, and residing beyond three miles from the nearest of these schools	60	0	0

After payment of the Committee's expenses, *two-thirds* of the remainder is to go to the Burgh School Board of *Galashiels*, to be applied towards the maintenance of their *higher class school*, and the remaining one-third to the governors of the Scott and Oliver Trust, towards the maintenance of Selkirk High School - - - - - - - - £363 8 3

SHETLAND COUNTY.

Grant for year ended 31st March 1904=499*l.* 3*s.* 3*d.*

Scheme approved on 5th February 1903.

Allocation of grant :—

I. *For Bursaries* tenable, with free education at Lerwick Secondary School=210*l.*

(The Bursaries are not as a rule open to children living within three miles of Lerwick.)

II. A Grant of 5*l.* to the teachers in cases where Bursars are prepared in Schools having only one certificated teacher.

III. *Capitation grants to advanced departments of State-aided schools* :—

3*l.* for each scholar qualified in terms of Article 29 of the Code who receives satisfactory instruction in secondary subjects throughout the year.

IV. The residue,* after meeting the *expenses of the Committee*, to go, so far as required, for the purpose of providing efficient secondary education in the Anderson Institute, to the School Board of Lerwick, on condition that free education be given therein to all Bursars, and all children in the county over 13 who are qualified in terms of Article 29 of the Code. Any balance to be applied for Bursaries under Head I.

V. The balance from previous years' grants may be applied for providing small Bursaries.

Stirling County.

Grant for year ended 31*st March* 1904 = 1,707*l.* 13*s.* 9*d.*

Scheme approved on 12th February 1904.

Allocation of grant :—

1. Grants to higher class schools :—

	£
Stirling High School	450
Falkirk „ „	550

2. Grant to secondary department at :—

	£
Grangemouth Grange Public School	150

3. (*a.*) Capitation grants to the schools named above, and to all other State-aided schools not situated in the school board districts of the above-named schools, of 1*l.* on the average attendance of scholars who, having obtained the Merit Certificate, receive satisfactory instruction in secondary subjects. In the case of second year pupils, the grant may be increased to 1*l.* 10*s.* and for third year pupils to 2*l.* (Certain free places to be provided in the High Schools of Stirling and Falkirk.)

(*b.*) Grants of 2*l.* per head to the head teachers of other State-aided schools for each scholar qualified in terms of Article 29 of the Code who passes into and remains one session in an approved higher school.

4. Bursaries not exceeding 15 in number (of which 12 are to be reserved for candidates residing outside the School Board areas of Falkirk and Stirling) of 5*l.* for the first year, 7*l.* 10*s.* for the second year, and 10*l.* for subsequent years, with railway fares to an approved Higher School; open to scholars qualified in terms of Article 29 of the Code.

N.B.—In no case shall the grant to any School exceed four-fifths of a certified deficiency which, but for such grant, would be required from the Rates to maintain the School or Department.

Sutherland County.

Grant for year ended 31*st March* 1904 = 427*l.* 14*s.* 5*d.*

Contributions by local authorities = 231*l.* 4*s.* 8*d.*

Scheme approved on 25th February 1904.

* This payment has been specially sanctioned under paragraph 10 (*b*) of the Minute of 10th June 1897.

Allocation of grant :—

I. To five selected central schools with separate secondary departments viz. :—

	£
Dornoch Public School - - -	90
Golspie „ „ - - -	90
Clyne „ „ - - -	90
Helmsdale „ „ - - -	90
Lairg „ „ - - -	80

II. A Bursary of 10*l.* for pupils under 14, tenable for one year at the secondary department of a central school for each of the parishes of Assynt, Creich, Durness, Eddrachillis, Farr, Rogart, and Tongue.

III. *Technical Education :—*

(1.) Thirteen parish Bursaries of 5*l.* (one assigned to each parish) for children under 13, tenable at a school having a recognised Higher Grade or Advanced Department (the bursary to be increased by 5*l.* when attendance at such school involves residence away from home).

(2.) Six county Bursaries of 10*l.*, for children between 14 and 18 tenable at Central Schools.

IV. A Grant not exceeding 30*l.* for Technical Instruction in Horse-Shoeing.

V. Apparatus Grants for teaching of Laundry, Cookery, Manual Work, &c. (not exceeding 30*l.* in each case).

VI. A Grant not exceeding 15*l.* to the Clyne School Board towards the cost of providing apparatus for the teaching of Science.

VII. Expenses of Committee = 40*l.*

Wigtown County.

Grant for year ended 31st March 1904 = 545*l.* 16*s.* 0*d.*

Contributions by local authorities = 25*l.* 10*s.* 5*d.*

Scheme approved on 22nd January 1904.

Allocation of Grant :—

	£	s.	d.	£
(*a.*) *To higher class schools :—*				
To Stranraer High School, 100*l.*; and 115*l.* for the fees of 20 pupils - - - - - - - - -	215	0	0	
To Ewart and Douglas High Schools, Newton Stewart, 100*l.*; and 45*l.* for the fees of 15 pupils - - -	145	0	0	
	£360	0	0	
(*b.*) *To secondary departments* at—				
Wigtown Burgh and Parish Public School - -	70			
Whithorn Principal Public School - - - -	70			= 140
(*c.*) *To other State-aided Schools :—*				
Kirkmaiden Central Public School - - - -	£25			
Port William Public School - - - - -	£25			£50

(*d*) *Expenses of Committee*, 27*l.* 0*s.* 10*d.*

TABLE VII.

TABLE

STATEMENT showing separately for each SECONDARY EDUCATION COMMITTEE the SUMS Year ended 15th May 1903, and the number of Schools or individual

No.	Committee.	INCOME					Total Income.
		1. Balance in hand on 15th May 1902.	2 Grant Received for Secondary Education.	3. Sums received from Local Authorities for Technical Education.	4. Bank (and other) Interest.	5. From other Sources.	
		£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.
1	Aberdeen (Burgh)	30 7 4	1,830 8 4	—	1 3 6	—	1,861 19 2
2	Aberdeen (County)	4,497 13 0	1,902 17 0	2,158 15 10	95 5 5	—	8,654 11 3
3	Argyll	93 10 4	988 10 10	—	10 5 2	—	1,092 6 4
4	Ayr	8,295 18 2	2,891 3 4	2,811 6 3	148 7 7	—	14,146 15 4
5	Banff	1,003 10 5	856 5 9	50 1 11	13 15 10	—	1,923 13 11
6	Berwick	995 0 0	530 12 6	686 14 2	16 13 2	—	2,228 19 10
7	Bute	39 14 1	399 10 11	—	—	—	439 5 0
8	Caithness	1,531 18 1	559 14 11	241 4 9	25 0 7	—	2,357 18 4
9	Clackmannan	48 17 9	538 17 11	16 15 7	—	—	604 11 3
10	Dumbarton	1,176 0 8	1,410 3 10	—	9 13 5	—	2,595 17 11
11	Dumfries	910 16 6	970 16 1	1,484 2 1	27 4 7	0 8 2	3,393 7 5
12	Dundee (Burgh)	2 9 5	1,911 17 9	—	20 9 1	—	1,934 16 3
13	Edinburgh (City)	1,268 18 11	3,568 10 5	—	3 5 2	—	4,840 14 6
14	Edinburgh (County)	895 8 6	1,192 17 2	—	14 19 1	0 6 0	2,103 10 9
15	Elgin	270 10 7	672 12 10	373 12 8	8 17 9	0 2 0	1,325 15 10
16	Fife	555 19 7	2,524 7 9	—	4 12 9	—	3,085 0 1
17	Forfar	19 11 7	1,505 9 4	—	13 12 1	0 3 3	1,538 16 3
18	Glasgow (City)	3 16 0	6,822 1 0	—	—	—	6,825 17 0
18A	Govan	1,348 17 9	2,409 16 3	400 0 0	36 15 7	—	4,195 9 7
19	Haddington	566 5 8	610 13 6	78 3 1	10 4 1	—	1,265 6 4
20	Inverness	3,681 0 5	1,156 14 5	392 17 2	68 2 3	—	5,298 14 3
21	Kincardine	779 8 9	534 19 4	503 18 7	22 6 6	0 0 6	1,840 13 8
22	Kinross	319 3 11½	270 15 7	—	4 13 0	—	594 12 6½
23	Kirkcudbright	451 5 3	619 13 3	324 2 11	18 17 0	—	1,413 18 5
24	Lanark	2,175 5 0	5,333 5 2	—	43 16 11	—	7,552 7 1
24A	Leith (Burgh)	190 5 0	1,022 10 3	—	8 16 10	—	1,221 12 1
25	Linlithgow	2,520 4 4	05 14 4	967 1 9	—	7 0 0	4,400 0 5
26	Nairn	68 7 4	292 12	—	—	—	360 19 11
27	Orkney	58 1 11	504 16 6	—	4 4 5	—	567 2 10
28	Peebles	17 8 2	359 13 8	—	—	—	377 1 10
29	Perth	845 7 6	1,516 19 2	—	15 19 1	—	2,378 5 9
30	Renfrew	874 9 2	3,328 19 10	—	5 14 8	—	4,209 3 8
31	Ross and Cromarty	2,257 1 10	1,012 0 1	642 0 6	30 8 8	0 2 0	3,941 13 1
32	Roxburgh	1,486 3 11	715 2 9	742 15 2	22 19 2	—	2,967 1 0
33	Selkirk	50 0 0	448 8 3	—	—	—	498 8 3
34	Stirling	1,189 10 3	1,707 13 9	—	10 3 8	—	2,907 7 8
35	Sutherland	1,301 13 0	427 14 5	216 14 10	26 17 11	—	1,973 0 2
36	Wigtown	98 1 11	545 16 9	24 6 6	6 15 7	—	675 0 0
37	Zetland	193 19 6	490 3 3	—	2 7 10	—	695 10 7
	Total	42,112 1 6½	55,300 0 0	12,114 13 9	752 8 4	8 1 11	110,287 5 6½

VII.

actually Received and actually Expended under various Heads during the Scholars participating in the Grants paid under the various Heads.

| EXPENDITURE. | | |

TABLE

STATEMENT showing separately for each Secondary Education Committee the Year ended

No.	Committee.	EXPENDITURE—*continued.* 4. Capitation Grants on account of Attendance of Scholars in— (*a.*) Higher Class Schools.	(*b.*) Higher Dpts. of State-aided Schools (Art. 21 or Chapter IX of the Code)	(*c.*) Other State-aided Schools.	Total.	*Number of Schools participating.*
		£ *s. d.*	£ *s. d.*	£ *s. d.*	£ *s. d.*	
1	Aberdeen (Burgh)	—	—	—	—	—
2	Aberdeen (County)	—	—	—	—	—
3	Argyll	—	490 12 0	—	490 12 0	*10*
4	Ayr	—	337 0 0	—	337 0 0	*8*
5	Banff	—	192 15 7	—	192 15 7	*18*
6	Berwick	—	—	—	—	—
7	Bute	—	—	—	—	—
8	Caithness	—	—	—	—	—
9	Clackmannan	—	—	—	—	—
10	Dumbarton	—	412 15 0	22 13 0	435 8 0	*7*
11	Dumfries	236 17 2	463 2 10	—	700 0 0	*6*
12	Dundee (Burgh)	—	—	—	—	—
13	Edinburgh (City)	—	—	—	—	—
14	Edinburgh (County)	—	420 0 0	—	420 0 0	*7*
15	Elgin	—	—	—	—	—
16	Fife	—	—	—	—	—
17	Forfar	—	251 10 0	—	251 10 0	*8*
18	Glasgow (City)	—	—	—	—	—
18A	Govan	20 6 3	59 8 9	—	79 15 0	*5*
19	Haddington	—	—	—	—	—
20	Inverness	—	107 0 0	—	107 0 0	*9*
21	Kincardine	—	—	—	—	—
22	Kinross	—	—	—	—	—
23	Kirkcudbright	—	—	—	—	—
24	Lanark	—	—	—	—	—
24A	Leith (Burgh)	—	—	—	—	—
25	Linlithgow	—	123 0 0	—	123 0 0	*1*
26	Nairn	—	—	—	—	—
27	Orkney	—	250 0 0	—	250 0 0	*2*
28	Peebles	—	8 0 0	—	8 0 0	*1*
29	Perth	479 0 0	216 0 0	—	695 0 0	*9*
30	Renfrew	—	—	60 0 0	60 0 0	*2*
31	Ross and Cromarty	—	—	—	—	—
32	Roxburgh	—	20 0 0	—	20 0 0	*1*
33	Selkirk	—	—	—	—	—
34	Stirling	343 0 0	135 0 0	38 0 0	516 0 0	*11*
35	Sutherland	—	—	—	—	—
36	Wigtown	—	—	—	—	—
37	Zetland	—	—	—	—	—
	Total	1,079 3 5	3,486 4 2–	120 13 0	4,686 0 7	*100*

VII.—*continued.*

Sums actually Received and actually Expended under various Heads during the 15th May 1903, &c.—*continued.*

EXPENDITURE—*continued*							
5. Grants to Teachers (or Schools) in respect of Scholars transfer'd to more advd.Schs. or Depts.	6. Bursaries and Free Scholarships held at—						No.
	(*a.*) Universities.	(*b.*) Higher Class Schools.	(*c.*) Higher Depts. of State-aided Schools.	(*d.*) Technical Schools or Colleges.	Total.	*Number of Scholars participating.*	
£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.	£ s. d.		
—	—	—	—	—	—	—	1
9 0 0	65 0 0	340 10 0	182 0 0	61 0 0	648 10 0	*108*	2
—	—	—	60 0 0	—	60 0 0	*6*	3
—	—	332 17 6	267 0 0	138 0 0	737 17 6	*128*	4
—	—	—	—	—	—	—	5
—	—	—	—	—	—	—	6
—	—	—	96 0 0	—	96 0 0	*8*	7
4 0 0	25 0 0	—	172 10 0	—	197 10 0	*37*	8
—	—	—	—	—	—	—	9
48 0 0	—	—	215 0 0	—	215 0 0	*60*	10
100 0 0	—	253 10 0	134 10 0	21 13 4	409 13 4	*81*	11
—	—	—	—	—	—	—	12
—	—	171 5 0	—	—	171 5 0	*35*	13
9 10 9	—	225 0 0	316 5 10	—	541 5 10	*73*	14
—	—	50 0 0	15 0 0	25 0 0	90 0 0	*11*	15
—	—	100 0 0	—	—	100 0 0	*10*	16
42 0 0	—	—	—	—	—	—	17
—	—	—	—	—	—	—	18
—	—	—	—	—	—	—	18A
55 0 0	—	395 0 0	55 0 0	—	450 0 0	*79*	19
51 0 0	60 0 0	425 0 0	722 10 0	—	1207 10 0	*105*	20
—	—	210 0 0	35 0 0	—	245 0 0	*26*	21
—	—	219 16 4	—	—	219 16 4	*27*	22
—	—	105 0 0	82 10 0	—	187 10 0	*15*	23
329 0 0	—	35 0 0	197 10 0	—	232 10 0	*31*	24
—	—	—	138 0 0	—	138 0 0	*35*	24A
5 0 0	—	—	—	—	—	—	25
—	16 0 0	30 0 0	—	—	46 0 0	*2*	26
25 0 0	—	—	239 19 0	—	239 19 0	*32*	27
—	—	—	—	—	—	—	28
—	—	—	—	—	—	—	29
—	—	34 0 0	—	—	34 0 0	*6*	30
17 0 0	50 0 0	17 10 0	347 10 0	—	415 0 0	*40*	31
—	—	114 0 0	—	—	114 0 0	*38*	32
—	—	15 0 0	5 0 0	—	20 0 0	*4*	33
51 0 0	—	105 0 0	20 0 0	—	125 0 0	*25*	34
—	—	35 0 0	132 10 0	—	167 10 0	*39*	35
—	—	—	—	—	—	—	36
—	—	—	201 0 0	—	201 0 0	*20*	37
745 10 9	216 0 0	3,213 8 10	3,634 14 10	245 13 4	7,309 17 0	*1,080*	

TABLE

STATEMENT showing separately for each Secondary Education Committee the Year ended

No.	Committee	EXPENDITURE—*continued.* 7. Travelling Allowances.	*Number of Scholars participating.*	8. Grants towards Building or Equipment of— (*a.*) Higher Class Schools.	(*b.*) Higher Dpts. of State-aided Schools.	Total.	*Number of Schools participating.*	9. Special Payments for Technical Instruction.
		£ s. d.		£ s. d.	£ s. d.	£ s. d.		£ s. d.
1	Aberdeen (Burgh)	—	—	—	—	—	—	—
2	Aberdeen (County)	—	—	—	—	—	—	1,830 4 6
3	Argyll	—	—	—	—	—	—	—
4	Ayr	539 13 3	*339*	—	—	—	—	1,777 12 11
5	Banff	—	—	—	—	—	—	55 15 7
6	Berwick	200 7 8	*61*	—	—	—	—	—
7	Bute	—	—	—	—	—	—	—
8	Caithness	—	—	—	—	—	—	8 16 2
9	Clackmannan	—	—	—	—	—	—	—
10	Dumbarton	6 11 6	*2*	—	—	—	—	—
11	Dumfries	—	—	7 12 9	—	7 12 9	*1*	337 9 4
12	Dundee (Burgh)	—	—	—	—	—	—	—
13	Edinburgh (City)	—	—	—	—	—	—	—
14	Edinburgh (County)	39 15 6	*14*	—	—	—	—	—
15	Elgin	15 14 8	*5*	—	—	—	—	329 19 11
16	Fife	—	—	—	—	—	—	—
17	Forfar	—	—	—	—	—	—	—
18	Glasgow (City)	—	—	—	—	—	—	—
18A	Govan	—	—	—	*113 17 6	113 17 6	*11*	—
19	Haddington	36 7 4	*10*	—	—	—	—	—
20	Inverness	—	—	—	250 0 0	250 0 0	*3*	703 16 11
21	Kincardine	6 10 0	*3*	—	—	—	—	349 16 0
22	Kinross	68 11 0	*24*	—	—	—	—	—
23	Kirkcudbright	—	—	—	50 0 0	50 0 0	*1*	—
24	Lanark	—	—	—	866 8 9	866 8 9	*12*	—
24A	Leith (Burgh)	—	—	—	—	—	—	—
25	Linlithgow	0 4 6	*1*	51 10 4	11 7 5	62 17 9	*2*	1,224 6 8
26	Nairn	—	—	—	—	—	—	—
27	Orkney	—	—	—	—	—	—	—
28	Peebles	—	—	—	—	—	—	—
29	Perth	—	—	—	—	—	—	—
30	Renfrew	128 15 7	*79*	—	—	—	—	—
31	Ross and Cromarty	—	—	—	—	—	—	460 17 6
32	Roxburgh	46 7 3	*17*	—	—	—	—	153 16 10
33	Selkirk	—	—	—	—	—	—	—
34	Stirling	119 17 0	*25*	—	—	—	—	—
35	Sutherland	—	—	—	—	—	—	21 16 11
36	Wigtown	—	—	—	—	—	—	—
37	Zetland	—	—	—	—	—	—	—
	Totals	1,208 15 3	*630*	59 3 1	1,291 13 8	1,350 16 9	*30*	7,254 9

* For Books for use of Free Scholars.

VII.—*continued.*

Sums actually Received and actually Expended under various Heads during the 15th May 1903, &c.—*continued.*

10. Other Payments.	11. Total Expenditure	*Total Number of Schools participating.*	*Total Number of Scholars on account of whom payments have been made.*	12. Balance in hand on 15th May 1903.	No.
£ s. d.	£ s. d.			£ s. d.	
—	1,833 9 5	6	—	28 9 9	1
—	4,476 19 7	40	108	4,177 11 8	2
—	991 6 0	10	6	101 0 4	3
—	3,940 6 4	8	467	16,206 9 0	4
689 15 0	981 10 5	18	—	942 3 6	5
147 15 10	1,469 12 2	8	61	759 7 8	6
—	393 9 6	1	8	39 15 6	7
—	802 16 5	6	37	1,555 1 11	8
34 0 0	582 3 6	4	—	22 7 9	9
—	1,345 3 10	7	60	1,250 14 1	10
—	2,672 9 6	6	81	720 17 11	11
—	1,932 19 11	4	—	1 16 4	12
—	2,879 4 3	8	35	1,961 10 3	13
—	1,640 16 4		74	462 14 5	14
—	1,147 4 3	7	11	178 11 7	15
—	521 19 2	14	10	2,563 0 11	16
—	1,520 12 6	7	—	18 3 9	17
340 0 0	6,824 17 0	14	—	1 0 0	18
120 0 0	2,662 2 8	11	—	1,533 6 11	18A
—	968 1 10	5	79	297 4 6	19
59 0 0	3,632 18 0	18	105	1,665 16 3	20
57 0 0	1,270 0 6	4	25	570 13 2	21
—	303 11 3	—	28	291 1 3½	22
—	1,272 6 4	5	15	141 12 1	23
—	5,907 8 9	25	31	1,644 18 4	24
100 0 0	995 13 9	2	35	225 18 4	24A
—	2,025 18 3	2	1	2,374 2 2	25
—	303 9 10	1	2	57 10 1	26
—	561 0 6	2	32	6 2 4	27
—	358 14 2	2	—	18 7 8	28
479 0 0	1,696 14 6	9	—	681 11 3	29
—	2,990 6 5	12	79	1,218 17 3	30
98 0 0	2,124 9 1	16	40	1,817 4 0	31
65 0 0	1,573 18 0	3	42	1,393 3 0	32
—	408 8 3	3	4	90 0 0	33
47 0 0	1,645 14 7	6	25	1,261 13 1	34
—	604 14 8	5	39	1,368 5 6	35
99 17 11	568 1 8	5	—	106 18 4	36
—	489 14 10	1	20	205 15 9	37
2,336 8 9	68,326 7 11	307	1,560	41,960 17 7½	

TABLE VIII.

SUMMARY of the foregoing STATEMENT showing under various heads the total sums actually received and actually expended by Secondary Education Committees during the year ended 15th May 1903.

INCOME.

	£	s.	d.
1. *Balance in hand* on 15th May 1902	42,112	1	6½
2. *Amount received from the Scotch Education Department* under Section 2 (1) (*b*) of the Education and Local Taxation Account (Scotland) Act, 1892	55,300	0	0
3. *Contributions of local authorities* for purposes of technical education	12,114	13	9
4. *Bank* and other interest	752	8	4
5. *Other sources of income*	8	1	11
Total	110,287	5	6½

EXPENDITURE.

	£	s.	d.	£	s.	d.
1. *Expenses of Committees*				3,220	14	3
2.**Direct subsidies* to :—						
(*a.*) Higher Class Schools	19,294	10	8			
(*b.*) Higher Grade or Advanced Departments of State-aided Schools	15,994	8	5			
				35,288	19	1
3. *Grants paid on the basis of a certified deficiency*				4,924	16	3
4. *Capitation grants* on account of the attendance of scholars in :—						
(*a.*) Higher Class Schools	1,079	3	5			
(*b.*) Higher Departments of State-aided Schools (Article 21 or Chapter ix. of the Code)	3,486	4	2			
(*c.*) Other State-aided Schools	120	13	0			
				4,686	0	7

* The payment of these subsidies is often conditional upon the provision of certain free places.

	£ s. d.	£ s. d.
5. *Grants to Teachers (or Schools)* in respect of Scholars transferred to more Advanced Schools or Departments -	—	745 10 9
6. *Bursaries* and *Free Scholarships* held at :—		
(*a.*) Universities - - - -	216 0 0	
(*b.*) Higher class schools - -	3,213 8 10	
(*c.*) Higher Departments of State-aided Schools - - -	3,634 14 10	
(*d*) Technical Schools or Colleges	245 13 4	
		7,309 17 0
7. *Travelling Allowances* - - - -	—	1,208 15 3
8. *Grants towards Building or Equipment* of :—		
(*a.*) Higher Class Schools - -	59 3 1	
(*b.*) Higher Departments of State-aided Schools - -	1,291 13 8	
		1,350 16 9
9. *Special payments for Technical Instruction* - - - - - - - -	—	7,254 9 3
10. *Other payments under the Schemes* -	—	2,336 8 9
Total Expenditure		68,326 7 11
Balance in hand on 15th May 1903 - - -		41,960 17 7½
Total -		110,287 5 6¼

LEAVING CERTIFICATE EXAMINATION AND INSPECTION OF HIGHER CLASS SCHOOLS.

The Leaving Certificate Examination is held annually by the Scotch Education Department about the middle of June.

Candidates must be pupils of a School at which, or in connection with which, the examination is held, and must have been in regular attendance from January to the date of the examination.

Pupil Teachers engaged in a State-aided School may also be admitted to the examination.

Application for admission to the examination must be made by the Official Correspondent of the School.

(*For further information see Circular* 349.)

Note as to Mathematical Papers.

Examinations in Mathematics are held in three Grades: Lower, Higher, and Honours. Candidates may present themselves for examination in any grade, but those who fail to pass in the grade in which they are examined will not be allowed to pass in a lower grade.

In writing out answers to the questions in the Mathematical papers it is essential that the full detailed work should be given as part of the answer. As a rule, candidates should write out their work in the first instance, with such care and neatness as not to require to make a second copy of it. If, however, a second copy is made, it must contain all the detailed work, and the first copy must be struck out with the pen. In the Euclid papers it is not necessary to write out the general enunciations of propositions, but the particular enunciations should always be given. Figures should be neatly and accurately drawn. For this purpose every candidate must provide himself or herself with a hard pencil, a flat wooden ruler *graduated on one edge in inches and tenths of inches and on another in centimetres and millimetres*, and compasses furnished with a hard pencil point. In Algebra, detached co-efficients may be used, if carefully and neatly written. Additional marks are given for neatness, arrangement, good style, and accurate figures.

Lower Grade.

To pass in the Lower Grade in Mathematics, a candidate must, at the same examination, pass in each of the three following subjects,* but deficiency in any one paper may, to a certain extent, be compensated by excellence in others.

* Candidates for any grade must take all the papers belonging to that grade except as mentioned under Lower Grade Arithmetic.

1. Arithmetic† (1½ hours), including practice, proportion, percentage, square root, simple interest, the metric system, vulgar and decimal fractions.

Candidates for the Lower Grade in Mathematics will be at liberty to take the Arithmetic paper of either the Higher or Lower Grade. When Higher Arithmetic is taken, special mention will be made on the Certificate.

2. Algebra (1½ hours), including fractions, factors, square root, equations of the first degree, simultaneous equations of the first degree, easy quadratic equations, easy quadratic surds, problems leading to the above equations.

3. Geometry (2 hours). The subject matter of Euclid, Books I, II, and III, with easy deductions. Demonstrations other than Euclid's will be accepted if they assume no propositions which in Euclid's order are subsequent to the proposition under consideration.

Candidates for the Lower Grade may also take the paper in Elements of Dynamics, success in which will be endorsed on the Certificate. *No candidate will be allowed to pass in Dynamics who does not attain a certain standard of proficiency in Mathematics.*

The papers in Geometrical Conics, Analytical Geometry, and Higher Dynamics cannot be taken by candidates for the Lower Grade.

Higher Grade.

To pass in the Higher Grade, a candidate must at the same examination, pass in each of the four following subjects,* but deficiency in any one paper may, to a certain extent, be compensated by excellence in others. The candidate may also take one or more of the additional subjects, success in which will be endorsed on the Certificate. (Only one additional subject should, as a rule, be taken at this stage.)

1. Arithmetic† (1½ hours). The whole subject, including questions on Theory.

2. Algebra (1½ hours), including the subjects of the Lower Grade with harder examples, and in addition simultaneous quadratic equations, theory of indices, definitions of cyclical order, symmetry, &c., transformations and identities, test of divisibility by simple factors, ratio, proportion, variation, progressions, problems relating to the above subjects.

3. Geometry (2 hours). The subject matter of Euclid, Books I, II, III, IV, VI, and XI (Propositions 1—21), with deductions.

4. Trigonometry and Logarithms‡ (1½ hours). Trigonometry as far as the solution of triangles, theory and use of logarithms.

Arithmetic.

Candidates may be examined in Arithmetic† alone, in either the Lower or Higher Grade.

Candidates who fail to pass in Mathematics may be allowed to pass in Arithmetic if they show sufficient proficiency in that subject.

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* Candidates for any grade must take all the papers belonging to that grade except as mentioned above under Lower Grade Arithmetic.

† No candidate in the Lower or Higher Grade of Mathematics will be excused examination in Arithmetic on the ground of having already obtained a pass in Arithmetic, or in the Higher Grade on the ground of having passed in Higher Arithmetic when a pass in the Lower Grade in Mathematics was obtained.

‡ The use of a book of mathematical tables is allowed, provided it contain no manuscript notes or printed matter other than such as refers to the use of the tables. Each candidate should be provided with a separate book.

Honours.

To obtain Honours, a candidate must, at the same examination, pass with credit in each of the four following subjects,* but deficiency in any one paper may, to a certain extent, be compensated by excellence in others.

1. Algebra (1½ hours), including the subjects of the Higher Grade with more difficult examples, and in addition the elements of indeterminate co-efficients and partial fractions, inequalities, elementary treatment of maxima and minima, permutations and combinations, the binomial theorem, with positive integral indices, the exponential series and elementary cases of recurring series, together with the application of the simplest tests for their convergency or divergency, the graphic representation of simple algebraic functions, and the elementary theory of complex numbers.

2. Geometry. (2 hours), including Euclid with deductions, and the following sections of modern geometry :—Line segments (signs of segments, relations among segments) ; transversals ; properties of the centroid and orthocentre of a triangle and of its circumscribed, inscribed, escribed, and nine-point circles ; harmonic ranges and pencils ; pole and polar ; radical axis ; similitude, inversion.

3. Trigonometry (1½ hours), as far as De Moivre's theorem, with its application to simple series.

4. At least one of the following additional subjects :—Geometrical Conics, Analytical Geometry, Higher Dynamics.

Additional Subjects.

1. Elements of Dynamics (1½ hours). Velocity, acceleration, the rectilineal motion of a uniformly accelerated particle, the laws of motion, the composition of forces, equilibrium, the centre of mass (gravity), common machines, work and energy, elementary hydrostatics.

2. Geometrical Conics (1½ hours). The properties of the parabola, the elementary properties of central conics, the sections of the cone.

3. Analytical Geometry (1½ hours). The straight line, transformation of co-ordinates, the circle.

4. Higher Dynamics (1½ hours). The elements of dynamics, as above, treated with the help of trigonometry, Atwood's machine, parabolic motion of a projectile, composition of forces acting on a rigid body, uniform circular motion, impact, kinetic energy, centre of pressure, metacentre.

No candidate may take any of the additional subjects who is not a candidate in Mathematics, and no credit will be given for success in any of the additional subjects unless the candidate attain a certain standard of proficiency in Mathematics.

Book-keeping and Commercial Arithmetic.

To pass in Book-keeping and Commercial Arithmetic, a candidate must pass in each of the following papers :—

1. Book-keeping (2½ hours). Candidates will be required to answer easy questions on the principles and practice of Book-keeping, to frame the books necessary to record a number of transactions of moderate difficulty, to adjust ledger accounts, and to frame balance-sheets and profit and loss accounts.

Proper books will be provided.

* Candidates for any grade must take all the papers belonging to that grade.

2. Commercial Arithmetic (2 hours). Arithmetic with special reference to discount, interest, exchange, foreign weights and measures, and such questions as are likely to arise in ordinary commercial transactions. An exercise in calculation, involving speed and accuracy, will be given.

December, 1903.

Note as to Papers in English.

Various representations have from time to time been made in connection with the subject of the examination in English, and these representations have been the subject of careful consideration in the light of the experience of past years. My Lords attach great value to these suggestions, made, as they are, by those whose means of judging are large; and, without intending to intimate any serious change in the methods of examination, they think it will be useful to indicate the views which they themselves have adopted on certain points upon which these suggestions bear.

My Lords attach very great importance to this part of the examination, holding that mastery of our own language, and the power of lucid and easy composition, are amongst the most valuable elements in higher education.

It has been urged that the mental training involved in English Grammar and Analysis is of little value to those who have studied the principles of grammar through an inflected language. But many of the candidates in the Leaving Certificate Examination have not had this opportunity. In their case the grammatical part of the English examination is important, and the subject forms too constant a feature in the curriculum of the Schools to be ignored.

For all pupils, on the other hand, the exercise in paraphrasing is of great importance, not only as a mental discipline, but as training the pupil to grasp the real meaning of what he reads, and indirectly assisting him to acquire facility in composition.

The subject of the chronological study of English Literature, and of the degree to which it should be recognised in the examination, is one of great difficulty. It is unquestionable that, as it is not infrequently pursued, this study lends itself to superficial and demoralising cram-work, and my Lords regret to find evidence in the examination that this very largely prevails. They are unwilling either to ignore the subject altogether or to adopt the only remaining course of prescribing a special period or special authors for study. This last course would be opposed to the principle upon which the examination has hitherto been based, and my Lords fear that it might tend to introduce a monotony of curriculum which would be hurtful to the Schools. Whether the arguments in its favour do not counterbalance these disadvantages is a matter on which they prefer to delay coming to a decision until they have some further experience. In any case, in prescribing a certain period or certain authors it would be necessary to allow considerable breadth of option to the Schools in selecting the work to be taken up.

They think that the following are principles upon which the most competent judges would be in agreement, and they wish it to be understood that they will prevail in the conduct of the examination :—

1st. The chief and most essential requirement in the examination will be a fair power of writing lucid and grammatical English, such as may prove the candidate to have had an adequate training in composition.

2nd. He will be expected to show such power of paraphrasing as may prove that he has been trained to read with care and thought, and to exercise his mental faculties in endeavouring to discover the meaning of a difficult passage.

3rd. He must also show a comprehension of grammatical principles, and a general acquaintance with the leading grammatical rules under some system in current use.

4th. In regard to English Literature, my Lords think that candidates may be expected to have some acquaintance with the authorship and period of the leading masterpieces of our literature. This need involve no multiplicity of biographical or bibliographical detail, and they think it may be acquired with no undue burden of time or labour. But any answers which show that the study of English Literature has been interpreted to mean the committing to memory of lists of authors, and their books—and the answers of pupils so trained seldom fail, by an occasional absurdity, to give evidence of such training—will be treated with the utmost rigour, and will not be held to compensate for deficiency in the essential parts of the examination. On the other hand, such answers as show independent reading, careful and methodical instruction, or intelligent criticism, will be accorded full weight in adjudging marks in the case of the Higher and Honours Grades. In the Lower Grade, my Lords cannot expect any such results, and they propose that this part of the subject shall form a comparatively unimportant element in the examination in that grade.

5th. With regard to History and Geography, my Lords have little to add to the remarks which they have made in previous years. These subjects enter largely into the curriculum of many Schools: they are required by many of the bodies by whom passes in the Leaving Certificate Examination are recognised; and my Lords are unwilling to do anything which would discourage the continuance of such instruction. They endeavour to give a wide option in the questions set, and to afford opportunity to all who have not entirely neglected the subjects to show a knowledge of them in some branch or other. More than this they have not demanded, and do not propose to demand, as a necessary condition of a pass; but more extensive knowledge will receive ample recognition.

December, 1903.

Note as to Papers in Modern Languages.

My Lords desire to remind School Authorities of the terms of the Circulars issued on 15th June and 1st August, 1901.

While neither commercial nor literary questions will be included in the ordinary French and German papers of any grade, Their Lordships are prepared, in the event of candidates coming forward, to have special papers set in Commercial French and Commercial German. Except with the express sanction of the Department, no candidate will be admitted to this separate examination in either language unless he has already passed in the Higher Grade in the language in which he desires to be examined.

The general grouping and arrangement of the ordinary papers will, as at last examination, be somewhat as follows:—The papers for the Lower and Higher Grades will each be divided into two sections, instead of several as formerly. The first section will consist of translation and composition, the second will contain questions in grammar and (in the case of the Higher Grade) such elementary philology as is really helpful in grammatical study. No candidate will be allowed to pass who does not attain a certain minimum in translation and composition. The papers set for Honours will be entirely distinct from that set for the Higher Grade. They will be two in number, the first consisting mainly of composition, and the second of translation and more advanced grammar and philology.

My Lords do not propose in the meantime to discontinue the practice hitherto followed of allowing unsuccessful candidates for Honours in Modern Languages to pass in the Higher Grade, provided their work bears witness to a level of attainment corresponding to that required for a pass in the Higher Grade on a Higher Grade paper.

Candidates in the Lower and Higher Grades will be required to reproduce in French or German a story that has been read aloud to them in English. This test will not, however, be applied to Honours candidates. Instead, they will be afforded an opportunity, in the first Honours paper, of showing their powers of free composition in an essay on some simple theme.

With the view of encouraging the teaching of the German Script, it has been decided that the marks given for fair writing in the German character shall no longer be additional but shall form an integral part of the ordinary total.

My Lords are fully alive to the importance of the oral side of Modern Language teaching. In several cases they have already refused to admit to the examination candidates from Schools where the report of the Inspector who visits the School shows that pronunciation has been neglected. In this connection Their Lordships desire, further, to draw attention to the regulations as to oral examination which are laid down in Circular 340.

December, 1903.

Note as to Latin and Greek Papers.

My Lords have considered the various remarks submitted to them from time to time in regard to the examinations in Latin and Greek for the Leaving Certificate. In the past, complaints have been made that in certain grades the papers set have sometimes been of undue difficulty. Without pronouncing any

opinion as to this, my Lords agree that it is undesirable to set any test which is of an involved or confusing character. But, while anxious to avoid undue difficulty, my Lords cannot hold out the hope that the test applied in judging the answers to such papers as may be set will be relaxed. One of the objections to undue difficulty in questions is that this may very probably lead to undue leniency in the test applied. My Lords think it more desirable to reverse the process; and, while restricting the questions or exercises to a moderate standard, to be severe in exacting a certain amount of correct answering as a minimum.

It is undoubtedly difficult, having regard to the diverse objects which these examinations have to serve, to fix the precise standard which ought to be maintained; but my Lords can only state that they continue to study the matter carefully in the light of experience, and in consultation with those best able to form an opinion.

The general arrangement of the papers will follow the model of 1903.

December, 1903.

Leaving Certificate Examination, 1904. Circular 365.
Higher Class Schools.

Scotch Education Department.
17th December, 1903.

SIR,

1. I am directed to inform you that my Lords propose that the next Written Examination for Leaving and Intermediate Certificates shall begin on Wednesday, the 22nd of June.

2. Leaving and Intermediate Certificates are now granted only under the conditions explained in Circular 340, to which I am to refer you for particulars. To facilitate the arrangements for oral examination, the Official Correspondent of the School must forward to the Department by the 1st of March, on a form (A. 22) to be obtained from the Department, a list of those pupils who are to be candidates for Leaving or Intermediate Certificates at the end of the session.

3. I am to remind you of Their Lordships' Circular Letters dated 16th May, 1902, and 28th January, 1903, respectively (Circulars 358 and 375), dealing with the recently instituted Commercial, Technical, and Special Group Certificates. Where it is desired to present candidates for any of these, application for recognition of the special Course to be followed should be made *at once* to the Department, accompanied by the relative Syllabuses and Time Tables. I am to add that it is not the intention of Their Lordships that the same candidate should be presented for more than one class of Group Certificate.

4. My Lords regret to find that, notwithstanding the explanations given in Their Circular of 19th November, 1900, considerable misapprehension appears still to exist as to the precise intention and purpose of the examination for Honours. I am to direct your special attention to the limitation which was introduced two years ago. No pupil may now be presented in one and the same year as a candidate for Honours in more than three different subjects. If for special reasons it is desired to make an exception to this rule, the express sanction of the Department must previously be obtained.

5. My Lords would strongly deprecate a practice which appears to be too frequent, and which not only constitutes an abuse of the Examination, but is contrary to the best interests of the candidates. It is that of presenting a candidate in the same grade in which he or she has passed in a previous year. So prevalent does this practice continue to be that it is now under consideration whether it may not be necessary, in the near future, to lay down a definite regulation regarding it.

6. In general, the principles explained in last year's Notes as to English, Latin and Greek, and Modern Languages will apply to the Examination to be held in 1904. But I am to call your attention to a change in connection with the Higher German paper. In order to encourage the teaching of the German script, the marks for fair writing in the German character will no longer be additional; they will form an integral part of the ordinary total. In connection with Modern Languages, I am to remind you specially of the various steps my Lords have taken to secure that due attention is given to the acquisition of a good pronunciation. With reference to the English papers, I am to add that, while no alteration in the existing arrangement will be made in 1904, Their Lordships have still under consideration the desirability of entirely separating the papers set for Honours from that set for Higher Grade.

7. I am to enclose for your information two copies of the Note as to the Papers in Mathematics. I am at the same time to remind you of Their Lordships' Circular Letter of 11th September, 1903 (Circular 376), which enclosed a copy of the regulations which will apply to the Mathematical Papers to be set in 1905.

8. Candidates will be examined in Science and in Drawing under conditions similar to those which obtained this year.

9. Two years ago Their Lordships decided, in view of the new regulations which were to be introduced regarding groups, that a minimum age should be fixed. No candidate is now admitted to the Examination unless he or she will be at least 13 years of age on the 1st of October next following the proposed presentation. Moreover, my Lords trust that candidates below 14 years of age will not be sent in for the Examination unless there are special circumstances which warrant their presentation.

10. As those Higher Class Schools from which candidates have been previously presented are kept on the lists of the Department, it will not be necessary to make any application for the admission to the Written Examination of pupils attending them.

11. My Lords desire to remind you that only those candidates will be admitted to the Examination who have been in regular attendance at the School at which, or in connection with which, they are examined, from January to the date of the Examination.

12. My Lords are unable to admit pupils from any School to the Examination unless some of them are presented in Mathematics, or in Higher English, or in ancient or modern foreign language.

13. As last year my Lords will appoint one Supervising Officer for each room used for the Examination, but when the number of candidates to be examined in one room exceeds 40, Their Lordships will appoint additional Supervising Officers as follows:—

For 41–80 candidates, one Assistant;
For 81–120 candidates, two Assistants; and so on.

The expense of one Supervising Officer *for each subject* will be borne by the Department. When more than one Supervising Officer is required, the additional expense must be borne by the School Authorities.

14. Owing to the great increase in the number of candidates and the limited funds at Their Lordships' disposal, it may be necessary also to make a small charge for each candidate, but any such charge will be kept within the narrowest limits possible.

I have, etc.,

H. CRAIK.

Leaving Certsficate Examination, 1904. Circular 366.

State-aided Schools only.

Scotch Education Department,
17th December, 1903.

SIR,

1. I am directed to inform you that my Lords are prepared next year, as in previous years, to admit to the Examination for Leaving and Intermediate Certificates candidates from the Higher Departments of State-aided Schools, if upon due enquiry these Departments should appear to be of such a character as to warrant the benefits of the Examination being extended to the scholars in attendance.

A form of application for admission to the Written Examination (H (14))will be sent early in January to all State-aided Schools from which pupils or pupil teachers were presented this year. All the information required by the Department should be given on this form, and no letter should be sent with it unless there are special circumstances to explain.

Forms for other Schools can be obtained on application to the Department in January.

2. Leaving and Intermediate Certificates are now granted only on the conditions explained in Circular 340, to which I am to refer you for particulars. To facilitate the arrangements for oral examination, the official correspondent of the School must forward to the Department by the 1st of March, on a form (A 22) to be obtained from the Department, a list of those pupils who are to be candidates for Leaving or Intermediate Certificates at the end of the session.

3. I am to remind you of Their Lordships' Circular Letters dated 16th May, 1902, and 28th January, 1903, respectively (Circulars 358 and 375), dealing with the recently instituted Commercial, Technical, and Special Group Certificates. Where it is desired to present candidates for any of these, application for recognition of the special Course to be followed should be made at once to the Department, accompanied by the relative Syllabuses and Time Tables. I am to add that it is not the intention of Their Lordships that the same candidate should be presented for more than one class of Group Certificate.

4. My Lords regret to find that, notwithstanding the explanations given in their Circular of 19th November, 1900, considerable misapprehension appears still to exist as to the precise intention and purpose of the examination for Honours. I am to direct your special attention to the limitation which was introduced two years ago. No pupil may now be presented in one and the same year as a candidate for Honours in more than three different subjects. If for special reasons it is desired to make an exception to this rule, the express sanction of the Department must previously be obtained.

5. My Lords would strongly deprecate a practice which appears to be too frequent, and which not only constitutes an abuse of the Examination, but is contrary to the best interests of the candidates. It is that of presenting a candidate in the same grade in which he or she has passed in a previous year. So prevalent does this practice continue to be that it is now under consideration whether it may not be necessary, in the near future, to lay down a definite regulation regarding it.

6. In general, the principles laid down in last year's Notes as to English, Latin and Greek, and Modern Languages, will apply to the Examination to be held in 1904. But I am to call your attention to a change in connection with the Higher German paper. In order to encourage the teaching of the German script, the marks for fair writing in the German character will no longer be additional; they will form an integral part of the ordinary total. In connection with Modern Languages, I am to remind you specially of the various steps my Lords have taken to secure that due attention is given to the acquisition of a good pronunciation. With reference to the English papers, I am to add that, while no alteration in the existing arrangement will be made in 1904, Their Lordships have still under consideration the desirabilty of entirely separating the papers set for Honours from that set for Higher Grade.

7. I am to enclose for your information a copy of the Note as to the Papers in Mathematics. I am at the same time to remind you of Their Lordships' Circular Letter of the 11th September, 1903 (Circular 376), which enclosed a copy of the Regulations which will apply to the Mathmetical Papers to be set in 1905.

8. Candidates will be examined in Science and in drawing under conditions similar to those which obtained this year.

9. My Lords again observed that many candidates were sent in for the Written Examination who had not reached anything like the required standard. Some managers and teachers would seem scarcely to have realised what the standard is, and much disappointment is caused when the results of the Examination are received, and it is found, in some cases, that a large proportion of the candidates have failed. My Lords desire once more to call attention to this point, and to express a hope that pupils will not be sent in for the Examination unless there is a reasonable probability of their being able to pass in the Grade in which they are presented.

10. Two years ago Their Lordships decided, in view of the new regulations which were to be introduced regarding groups, that a minimum age should be fixed. No candidate is now admitted to the Examination unless he or she will be at least thirteen years of age on the 1st of October next following the proposed presentation. Moreover, my Lords trust that candidates below fourteen years of age will not be sent in for the Examination unless there are special circumstances which warrant their presentation.

11. The attention of School Boards and Managers is also requested to the following points:—

[1.] The Written Examination will begin on *Wednesday, the 22nd June.*

[2.] Only those pupils will be admitted to the Examination who have been in regular attendance at the School at which, or in connection with which, they are examined, from January to the date of the Examination.

[3.] My Lords are unable to admit pupils from any School to the Examination unless some of them are presented in Mathematics or in Higher English, or in an ancient or modern foreign language. Unless there is a reasonable probability that pupils will continue their study of the subjects named to a stage of some advancement, Their Lordships think that attention should be directed rather to the opportunities for special work which are furnished by the Supplementary Courses sanctioned in Article 21 of the Code.

This rule will not preclude pupils of the School from being presented in Arithmetic only and in English of the Lower Grade in cases where pupils are to be presented in other subjects, and where my Lords have agreed to hold an examination.

If, after the examination, it is found that the presentations of the pupils do not go beyond English of the Lower Grade and Arithmetic, their papers will be disallowed.

The presentation of Pupil Teachers from the School in higher subjects will not meet the requirements of this rule.

[4.] Pupils from Continuation Classes are not eligible for admission to the Examination.

[5.] Pupil Teachers engaged under a Memorandum of Agreement, or whose engagement has been sanctioned by the Department, may be admitted to the Examination.

(*a*) When they serve in a School from which scholars are admitted, no special application on their behalf will be necessary, but the number of Pupil Teachers to be presented must be entered on the form of application.

(*b*) When they serve in a School from which no scholars are to be presented for examination, application should be made to the Department on the prescribed form.

(*c*) My Lords do not think that Pupil Teachers should be presented only in Arithmetic and in English of the Lower Grade. They will in no case sanction such presentations unless other Pupil Teachers engaged in the School are presented in some of the higher subjects.

If, after the Examination, it is found that this rule has been infringed, the papers will be disallowed.

Ex-Pupil Teachers who have completed their engagement since the last Examination, and who continue to serve in a State-aided School till the beginning of June, may be admitted.

All the Pupil Teachers from one School must be examined together.

Monitors may also be admitted, provided that they have received instruction in the School from January to the date of the Examination. They should be presented as Pupils.

[6.] No grant is attached to a pass in the Leaving Certificate Examination.

[7.] In order that the arrangements for the Written Examination, which are on a large scale, may be duly made, my Lords will be unable to consider any application for admission, either of pupils or of Pupil Teachers, to the Examination, which is not received by the 24th March next. Application must be made in respect of those Schools from which Scholars were admitted this year, as well as for those in connection with which no examination has yet been held.

[8.] (*a*) As last year my Lords will appoint one Supervising Officer for each room used for the Examination, but when the number of candidates to be examined in one room exceeds 40, Their Lordships will appoint additional Supervising Officers as follows:—

For 41–80 candidates, one Assistant.
For 81–120 candidates, two Assistants, and so on.

The expense of one Supervising Officer for each subject will be borne by the Department. When more than one Supervising Officer is required, the additional expense must be borne by the School Authorities.

(*b*) Owing to the great increase in the number of candidates and the limited funds at Their Lordships' disposal, it may be necessary also to make a small charge for each candidate, but any such charge will be kept within the narrowest limits possible.

Place of Examination.

[9.] (*a*) My Lords will not be able to hold a separate examination for a small number of candidates unless it can be shown that their attendance at another school, where an examination is to be held, would be impracticable.

(*b*) In the case of a School Board which proposes to present candidates from two or more Schools within the district of the Board, all the candidates must be examined together at one school, if there is sufficient accommodation.

I have, etc.,
H. CRAIK.

Leaving Certificate Examination and King's Scholarship Examination. Drawing.

Circular 367.

Scotch Education Department,
31st August, 1903.

SIR,

I am directed to state that my Lords are now prepared to consider applications for next year's examination in Drawing of pupils in Secondary Schools, or in the Higher Grade Departments or Supplementary Courses of Elementary Schools. This examination forms an integral part of the Leaving Certificate Examination, but, as in the case of Science, only one standard will be recognised for a pass. If pupils who have once passed give evidence of further successful work in this subject in subsequent years, an endorsement to that effect will be made upon the Leaving or Intermediate Certificate they may obtain at the end of their school career. In order that applications for examination may be entertained, the Department must be satisfied—

(*a*) that the School is suitably equipped for the purpose of giving instruction in Drawing;

(*b*) that the qualifications of the teachers are such as may be approved by the Department;

(*c*) that the curriculum of instruction is satisfactory;

(*d*) that all the pupils presented will be over 15 years of age on the 1st October succeeding the examination, and that they have been under instruction according to the approved curriculum for a period of at least three years, receiving instruction for two hours a week, or for such time otherwise distributed as will amount in the aggregate to an average of two hours a week, over the whole period of instruction, provided always that the distribution of instruction is approved of as satisfactory.

When the application is admitted, an examination will be held at the School by Inspectors of the Department or by other persons specially appointed. As far as possible, the examination will be held on a date convenient for the School.

A list of candidates including Pupil Teachers desirous of being examined for the purpose of obtaining marks in Drawing for the King's Scholarship Examination, 1904, must be presented to the Examiner which shall show as regards each candidate the precise amount of instruction received, and the proficiency attained in each branch of the approved curriculum as determined by the teacher's award of marks throughout the course.

All drawings and exercise books of the candidates must be preserved and must be available for reference by the Examiner, who will also set such tests relative to the approved course of instruction as he may deem expedient.

Schools desiring to present candidates, either for the purpose of the Leaving Certificate or the award of marks for the King's Scholarship Examination, should make application to the Department at once for Form A. 46; this form, duly completed, should be received in the Department not later than the 31st October, 1903.

I have, etc.,

H. CRAIK.

Leaving Certificate Examination and King's Scholarship Examination.
Science.

Circular 368.

Scotch Education Department,
12th September, 1903.

SIR,

I am directed to state that my Lords are now prepared to consider applications for the examination in Science of pupils in Secondary Schools or in the Higher Grade Departments or Supplementary Courses of Elementary Schools. Only those scholars who have received instruction in Science in recognised Schools, according to a curriculum which extends over three years and provides throughout in every case for experimental work on the part of the pupils, will be accepted for the examination, success in which will testify to the satisfactory conclusion of an approved course of instruction in the subject. An accepted course must embrace, as a rule, a minimum of 480 hours instruction in Science.

The examination forms an integral part of the Leaving Certificate Examination, but will not be on the same footing as in other subjects, where one or more papers are set for all candidates. Instead of this, it will be chiefly oral and practical, and in each School will be based upon the curriculum of the School, and upon the profession made of the work done, provided that the curriculum can be regarded as satisfactory in character and the profession of work as adequate in amount. It must be understood, however, that the standard will be a high and, so far as my Lords can secure it, a uniform one. As in previous years, this examination in Science will be on the Higher Grade standard. If pupils who have once passed give evidence of further successful work in Science in subsequent years, an endorsement to that effect will be made upon the Leaving or Intermediate Certificate they may obtain at the end of their School career. Further, in terms of their Lordships' Circular No. 340, of 16th January, 1902, candidates for the Intermediate Certificate may also be presented to the Inspector for approval of their work as to quality and amount. Such approval, combined with a pass in Drawing, shall, for the purposes of the Intermediate Certificate, be deemed equivalent to a pass in Science on the Lower Grade standard.

Schools desiring to present for the Examination pupils or Pupil Teachers (for the purpose of obtaining marks at the King's Scholarship Examination) should make application accordingly to the Department at once for Form A. 58; this Form, duly completed, should be received at the Department not later than the 31st October, 1903.

I have, etc.,

H. CRAIK.

Higher Class Schools.
Inspection, 1904.

Circular 372.

Scotch Education Department,
1st February, 1904.

SIR,

—With a view to the completion of arrangements for the inspection of Higher Class Schools this year, I am to request you to inform my Lords whether inspection is this year desired for the above-named School. If so, one of each of the enclosed forms should be filled up and forwarded to the Department at your earliest convenience.

I am to remind you that all Schools from which pupils are presented at the Leaving Certificate Examination must be inspected under the direction of my Lords.

It should be clearly understood that the Reports upon Higher Schools, furnished by my Lords, should, if printed or published, be given at full length, except where it is distinctly stated that certain portions are intended only for the consideration of the Managers.

I have, etc.,

H. CRAIK.

Higher Class Schools. Circular 373.

Inspection under the Educational Endowments (Scotland Act) 1882.

Scotch Education Department,
1st February, 1904.

SIR,

With a view to the completion of arrangements for the inspection of Higher Class Schools this year, my Lords would be glad if you would, at your early convenience, fill up and forward to the Department one of each of the enclosed forms.

It should be clearly understood that the reports upon Higher Schools, furnished by my Lords, should, if printed or published, be given at full length, except where it is distinctly stated that certain portions are intended only for the consideration of the Managers.

I have, etc.,
H. CRAIK.

Leaving Certificate Examination, 1904. Circular 349.

Written Examination.

Scotch Education Department,
28th March, 1904.

SIR,

I am directed to remind you that the Leaving Certificate Examination will begin on Wednesday, the 22nd June, and I am to give the following further particulars with respect to it.

In a few days, my Lords will issue a form on which they will ask for exact information as to the numbers to be examined in the various grades of each subject.

It is of the utmost importance that this form (H. (I)) should be returned to the Department as soon as possible, and in any case so as to reach the Department not later than 27th April.

Candidates must be pupils of the school at which, or in connexion with which, they are examined, and must have been in regular attendance from January to the date of the examination. Pupil Teachers engaged in a State-aided school may also be admitted to the examination. Candidates may be presented in any grade of any subject.

No pupil who is not a *bonâ fide* candidate may be admitted to the Examination Room, and if a candidate attempts a paper, his answers, whatever may be their character, must be sent to the Department.

The following subjects will be included in the Examination:—English (including questions on Modern History and Geography), Latin, Greek, French, German, Italian, Spanish, Mathematics (including Arithmetic), Book-keeping with Commercial Arithmetic, Commercial French, and Commercial German.

If the authorities of any school desire to present pupils in Italian intimation should be sent to the Department by 6th April.

Papers in three Grades—Lower, Higher, and Honours—will be set in each of these subjects except book-keeping and Commercial Arithmetic, Italian, Spanish, Commercial French, and Commercial German where only one Grade of Paper will be set.

For information as to the arrangement of the Papers and the character of the questions in Mathematics, I am to call your attention to the note as to Mathematical Papers. I am also to call your attention to the Note as to Papers in English, the Note as to Latin and Greek papers, and the Note as to Papers in Modern Languages. Copies of these Notes have already been sent to you.

As on previous occasions, the examination will be general, and not in prescribed books. In the English Papers, where this might operate unfairly, my Lords will endeavour to meet the difficulty by giving a considerable choice of questions in History, Literature, and Geography. Such an amount of knowledge as will enable a candidate to answer a sufficient number of the questions set in History and Geography will be expected from every pupil, and candidates in the Lower and Higher Grades will be required to satisfy the Examiners that they possess a competent knowledge of at least one of these subjects. Candidates in the Honours Grade will be at liberty to answer any of the questions set in the First Paper (Higher Grade Paper) in History and Geography, and the marks obtained will be allowed to count towards the number required to obtain a pass.

Candidates who are presented in the Lower and Higher Grades of Modern Languages will be required, as a test of Composition, to write a French, German, Italian, or Spanish version of a short and simple piece of English narrative which will be read out during the Examination. This test will be the same for all candidates. In order that there may be no misapprehension, I may explain that the passage will be read out once or twice by the Supervising Officer, or, if desired, by one of the teachers in the presence of the Supervising Officer, and that the Candidates will then be required to reproduce the substance of it, from memory, in French, German, Italian, or Spanish. Candidates will not be allowed to make notes while the passage is being read.

My Lords have noticed, with regret, that a large number of candidates are presented in a grade higher than their attainments warrant, and thus the number of failures is considerably increased. It is not proposed, in the meantime, to discontinue the practice which has hitherto prevailed of allowing candidates, in certain cases, to pass in a lower grade than that in which they have been presented. Their Lordships will, however, be unable to grant a pass in the Lower Grade in any subject to candidates who take papers in the Honours Grade and fail to pass in the Higher or Honours Grade. In Mathematics, a candidate will in no case be allowed to pass in a lower grade than that in which he is presented.

In Latin, Greek, French, German, and English, two papers will be required in the Honours Grade. In Latin, Greek, French, and German the First Honours paper will be entirely separate from that set for the Higher Grade. In Book-keeping and Commercial Arithmetic, separate papers will be set, but a pass will be granted to those candidates only who satisfy the Examiners in both branches.

The examination will take place simultaneously at each centre, beginning on Wednesday, June 22nd. The subjects will be taken in the following order :—

Wednesday, June 22nd	10 a.m.	Arithmetic.
" " "	12 noon.	Geometry.
" " "	3 p.m.	Algebra.
Thursday, June 23rd	10 a.m.	English.
" " "	2 p.m.	German.
Friday, June 24th	10 a.m.	French.
" " "	2 p.m.	Greek or Book-keeping.
Monday, June 27th	10 a.m.	Latin.
" " "	2 p.m.	German (2nd honours paper) Spanish, or Italian.
Tuesday, June 28th	10 a.m.	Trigonometry and Logarithms.*
" " "	12 noon.	Analytical Geometry.
" " "	2 p.m.	Dynamics.
" " "	4 p.m.	Geometrical Conics.
Wednesday, June 29th	10 a.m.	English (2nd honours paper).
" " "	2 p.m.	Latin (2nd honours paper) or Commercial French.
" " "	4 p.m.	Commercial German.
Thursday, June 30th	10 a.m.	French (2nd honours paper).
" " "	2 p.m.	Greek (2nd honours paper) or Commercial Arithmetic.

On each occasion, the papers for the Lower Grade and the Higher Grade, and the first paper for Honours in each subject, will be set simultaneously. The time allowed, except where otherwise stated, for each paper in Languages and English will be two hours and a half in the Lower Grade, and three hours in the Higher and Honours Grades. In Commercial French and Commercial German the time will be one hour and a half for each paper.

For the time allowed for the various subjects in Mathematics, you are referred to the Note as to Mathematical Papers. In previous years many candidates have failed to give the detailed work in these subjects. Candidates should be informed that in order to obtain full marks all the work must be shown. In this connection I am to direct your special attention to the Circular Letter (No. 339) issued by Their Lordships on 12th December 1901.

[Candidates are recommended to write out the working very carefully in the first instance, so that a second copy may not be required, and the time thus saved may be utilised for answering further questions.]

The examination will be held at the school from which candidates are presented, unless the authorities are informed to the contrary. A suitable room or rooms must be provided, also pens, ink, and blotting paper. Slates may not be used, nor pencils, except in the drawing of mathematical diagrams.

[The instructions regarding the number of questions to be answered should, in all cases, be most carefully followed by candidates.]

The use of scroll paper is absolutely prohibited. The rough work (if any should be necessary), as well as the fair copy, is to be written in the books, and candidates should draw their pen through the rough work.

* The use of a book of mathematical tables is allowed, provided it contains no manuscript notes or printed matter other than such as refers to the use of the tables. Each candidate should be provided with a separate book.

One piece of blotting paper only should be supplied to each candidate. It must be left on the desk at the end of each sitting. *Writing, of whatever kind, on blotting paper is strictly forbidden.* A fresh piece may be supplied by the Supervising Officer to a candidate who requires it and gives up the piece first supplied.

The books in which the answers are to be written will be supplied by the Department, and will be forwarded to the Head Master of the School at which the examination is to be held, a short time before the examination. These books are intended for use at the examination only, and those which are not used must be returned to the Department after the close of the examination in all the subjects. The carriage will be paid on arrival at the Department.

Any candidate introducing any book or note of any kind into the examination room, or detected in copying, will be liable to instant dismissal, and the case will be reported to the Department.

My Lords regret that in previous years there have been several cases in which serious copying has been detected, and They desire to impress upon school authorities the importance of doing all that is possible to prevent such dishonesty. Their Lordships feel bound to deal with the practice severely, and candidates should be warned, before the examination, that a candidate in whose papers, or in any one of them, indisputable evidence of copying is detected will not be allowed to pass *in any subject.*

I am to request your attention to the following extract from the Instructions to Supervising Officers:—

> "No communication whatever should take place between the Candidates, who should be so placed as to obviate the possibility of copying (*e.g.*, by placing candidates of a different grade *alternately*, and so on). Where candidates working the same paper sit side by side, they ought to be seated, if possible, five feet apart."

As last year my Lords will appoint one Supervising Officer for each room used for the Examination, but when the number of Candidates to be examined in one room exceeds 40, Their Lordships will appoint additional Supervising Officers as follows:—

For 41–80 candidates, one Assistant.
81–120 candidates, two Assistants, and so on.

The expense of one Supervising Officer for each subject will be borne by the Department. When more than one Supervising Officer is required, the additional expense must be borne by the School Authorities.

The Supervising Officers will distribute the papers and supervise the examination. Such supervision cannot be entrusted to anyone who does not represent the Department.

The selection of candidates from any School rests entirely with the authorities of the School, and, in regard to this, they must act on their own responsibility. At the same time, in order that this examination may form a satisfactory supplement to the inspection of the Higher Class Schools it is understood that, as a general rule, the pupils of the highest class, or of the highest class and that next to it, in such Schools should be presented. It is undesirable, if the examination is to serve as a test of the real merits of a School and the scope of its curriculum, that the candidates should be confined only to a few selected pupils. But, having indicated this view, my Lords do not desire to lay down any strict rule which might interfere with the discretion of managers.

In Their Lordships' Circular Letter of the 17th December last They called attention to the practice, which appears to be far too frequent, of presenting a candidate in the same grade as that in which he or she has already passed. They strongly deprecate this as a usual practice, but in special circumstances, if the managers consider it is desirable, in the interests of the School, to present candidates a second time in the same grade, my Lords will not raise any objection.

In regard to Their Lordships' circular letter of the 17th December last (No. 366), sent to State-aided schools, I am to explain that, while my Lords are unable to hold an examination at, or in connection with, a school from which candidates are presented only in English of the Lower Grade, and in Arithmetic, this rule will not preclude pupils of a school from being presented in these subjects only, in cases where some of the candidates are presented in one or more of the higher subjects of education, and where my Lords have agreed to admit candidates to the examination.

I have, etc.,

H. CRAIK.

Intermediate Certificate. M. 119.

Circular to Managers of Higher Grade Schools.

Scotch Education Department,
5th April, 1904.

SIR,

My Lords have been much impressed by the importance of the accompanying special report which has been made in connection with the Higher Grade Schools of one of the Inspection districts. They have desired me to forward it to you with the expression of Their confidence that it will receive most careful consideration, and that its suggestions will as far as possible be acted on.

Additional copies of this letter and report are enclosed for the information of Headmasters of Higher Grade Schools under your Managers.

I have, etc.,

H. CRAIK.

REPORT REFERRED TO.

For some years past it has been the practice of these Schools to present candidates for some or all of the subjects of the Intermediate Certificate Examination at the end of the Second, sometimes even at the end of the First Year of the Higher Grade Course. This policy is far from being justified by the results obtained: the percentage of passes, especially in Modern Languages, has, in many cases, been very low. Such premature presentation has had a very prejudicial effect on the teaching, inasmuch as it has led teachers, often against their better judgment, to aim directly at examination results and to neglect the educational side of their subject. Many teachers are quite conscious of this, and acknowledge that their work would be more interesting, more thorough and more lasting in its effects, if they had another year to do it in. It is much to be desired that Managers and teachers

should realise that the end of the Third Year of the Higher Grade School is the natural time for presentation for the Intermediate Certificate, and that even then candidates should be selected with care and judgment. It would be a great gain educationally if it were clearly understood that it is the full Intermediate Certificate, and not a number of isolated passes, that should be aimed at by the pupils of these Schools, and further that presentation in individual subjects should be allowed only—

(i) as a step towards the full Certificate, *e.g.*, if English is the subject in which the pupil aspires to his pass on the higher standard, he might be allowed to go in for the Lower Grade in the Second Year.

or (ii) when the individual passes are wanted for some definite and legitimate purpose, *e.g.*, for shortened apprenticeship as Pupil Teachers.

In the interest alike of Schools and of scholars, it might be strongly recommended that, with these exceptions, no pupil should be presented even for an individual subject in the Lower Grade, before the end of the Third Year.

Leaving Certificate Examination. Circular 376.

Mathematics.

Scotch Education Department,
11th September, 1903.

SIR,

I am directed to inform you that the Mathematical part of the Leaving Certificate Examination has been for some time under consideration. There is reason to believe that in the past this Examination has had considerable effect in diminishing the tendency to mechanical methods of instruction in Mathematics, and that it has helped to call the attention of teachers to the importance of employing methods which encourage thought on the part of the pupils. Their Lordships learn that, since the institution of the Examination in 1888, there has been a marked improvement in the style of the Mathematical work and in the capacity shown by candidates in solving problems. It is with the object of introducing such modifications as seem likely to conduce to further progress in the same direction, that the new Note as to the Mathematical papers, which I am to enclose for your information, has been drawn up. It is not intended that the provisions of this Note shall become operative until the Examination of 1905. In the course of 1904 a series of specimen papers shall be issued which will, it is hoped, be useful in the way of conveying to teachers a definite idea of the future arrangement and scope of the Examination. You will observe that the alterations concern only the Lower and Higher Grade Papers. No change will be made at present as regards the Papers for Honours.

I am to point out that, after the provisions of the new Note have come into force, it will no longer be possible for candidates to take Arithmetic as a separate subject either in Higher or in Lower Grade * This will necessitate a slight alteration in the requirements for the Intermediate Certificate. After the Examination of 1906, Higher Arithmetic shall cease to be accepted as an alternative for Lower Mathematics.

I have, etc.,
H. CRAIK.

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* An exception will be made in cases where no other Mathematical subjects are included in curricula that may be approved for a special Group Certificate in terms of paragraph 6 of Circular 375.

Note as to the Mathematical Papers, 1905.

The following Regulations, which will come into force in 1905, have been drawn up after very full and careful deliberation. It is hoped that they will be found to provide a satisfactory basis for Mathematical instruction in secondary schools, and that teachers will welcome the increased freedom allowed in regard both to the choice of material and to its treatment. It is felt that in the study of Arithmetic more attention should be given to the explanation of the ordinary rules, so as to secure their intelligent use, and to the employment of contracted methods, with the object of obtaining results which are accurate to a required degree of approximation, without involving unnecessary labour. Systematic practice in the use of logarithms is also an element in Mathematical training that deserves more consideration than it sometimes receives. Again, it is desirable to maintain the feeling of unity between the different branches of Mathematical study. Pupils should be made to realize that the fundamental laws of Algebra and of Arithmetic are really the same, and they should be encouraged to employ algebraical formulæ in arithmetical calculation. Similarly the explanation and illustration of algebraical expressions by graphical methods might with advantage be introduced at an earlier stage than has hitherto been customary, always provided that due care is taken to secure accurate drawing. With regard to Geometry, it is advisable that certain fundamental geometrical results should be established, as far as possible, in the first place by trial and experiment, involving accurate drawing and calculation, before an advance is made to a deductive proof, and that exercises involving definite numerical data should accompany and follow upon the proof of the principal propositions. The syllabus given below ought to lend itself readily to the carrying out of these principles.

Regulations.

Examinations in Mathematics are held in three Grades, Lower Higher and Honours. Candidates may be presented for examination in any grade, but those who fail to pass in the grade in which they are examined will not be credited with a pass in a lower grade. In writing out the answers to the questions in the Mathematical papers it its essential that the full detailed work should always be given in its proper sequence as part of the answer. The work should be written out with such care and neatness in the first instance that a second copy may not be required. But if from any cause a second copy of any answer is made, this copy must include all the detailed working, and the first copy must be struck out with the pen. In Geometry all the figures should be careful and accurate. For this purpose candidates must be provided with a fairly hard pencil, a flat wooden ruler graduated on one edge in inches and tenths of inches, and on another in centimetres and millimetres, two set squares (45° and 60°), a protractor graduated to degrees, and compasses furnished with a pencil point. In all the Mathematical subjects marks are given for neatness, arrangement, good style and well-drawn figures. Candidates in the Higher Grade and in Honours must be provided with a Table of Four Place Logarithms of Numbers and Trigonometrical Functions.

Lower Grade.

The examination in Lower Grade Mathematics will consist of three papers (Mathematics I., II. and III.), for each of two of which two

hours will be allowed, while one hour will be allowed for the third. It will embrace the following subjects :—

Arithmetic. The elementary rules ; prime factors of numbers ; weights and measures in common use ; the metric system ; vulgar and decimal fractions ; elementary methods of approximate calculation by decimals ; practical problems. The intelligent use of algebraical symbols is permitted, and no question will be set on recurring decimals.

Algebra. Numerical interpretation of formulæ ; simple algebraical transformations ; the graphical representation of simple functions ; equations of the first degree in one and two variables ; easy quadratic equations ; problems leading to the above equations.

Geometry. The main propositions given in Euclid, Books I. and III., with deductions and constructions arising from them ; simple loci ; application of arithmetic and algebra to geometrical theorems and problems. Elementary drawing to scale. Proofs will be accepted which appear to form part of a logical treatment of the subject.

Candidates who take the Lower Grade Examination in Mathematics may not be presented in any of the Additional Subjects.

Higher Grade.

The examination will consist of three papers (Mathematics I., II. and III.), for each of which two hours will be allowed, and will embrace the following subjects :—

Algebra. The subjects of the Lower Grade ; more difficult transformations, equations and problems ; application of graphical methods ; elementary theory of indices including logarithms ; surds ; the remainder theorem ; ratio ; proportion ; progressions. Arithmetical questions will also be set, including questions on theory and exercises involving the practical use of logarithms.

Geometry. The main propositions in Euclid I.-VI. and XI., 1-21, with deductions and constructions arising from them, but excluding the theory of incommensurable quantities ; the elementary properties of simple plane-faced solids ; mensuration of plane and solid figures ; approximate solutions by drawing to scale. Proofs will be accepted which appear to form part of a logical treatment of the subject.

Trigonometry. Elementary Trigonometry, including the solution of triangles, with the aid of four place logarithms. Graphical solutions of problems.

Candidates who take the Higher Grade Examination in Mathematics may be presented in one (but not in more than one) of the following Additional Subjects: —Elements of Dynamics ; Geometrical Conics ; Analytical Geometry.

Honours.

The examination will consist of four papers, arranged as described below. Candidates must pass with credit in each, but deficiency in any one paper may, to a certain extent, be compensated by excellence in others.

1. Algebra ($1\frac{1}{2}$ hours). The subjects of the Higher Grade with more difficult examples ; the elements of indeterminate coefficients and partial fractions ; inequalities ; elementary treatment of maxima and minima ; permutations and combinations ; the binomial theorem with positive integral indices ; the exponential series and elementary cases of recurring series together with the application of the simplest tests for their convergency or divergency ; the graphic representation of simple algebraic functions ; the elementary theory of complex numbers.

2. Geometry (2 hours) including Euclid with deductions, and the following sections of Modern Geometry :—Line segments (signs of segments, relations among segments); transversals ; properties of the centroid and orthocentre of a triangle and of its circumscribed, inscribed, escribed and nine-point circles ; harmonic ranges and pencils ; pole and polar ; radical axis ; similitude ; inversion.

3. Trigonometry (1½ hours) as far as De Moivre's Theorem, with its application to simple series.

4. At least one of the following Additional Subjects, Geometrical Conics, Analytical Geometry, Higher Dynamics.

Additional Subjects.

1. Elements of Dynamics (1½ hours). Velocity ; acceleration ; the rectilineal motion of a uniformly accelerated particle ; the laws of motion ; the composition of forces ; equilibrium ; the centre of mass (gravity) ; common machines ; work and energy ; elementary hydrostatics.

2. Geometrical Conics (1½ hours). The properties of the parabola ; the elementary properties of central conics ; the sections of the cone.

3. Analytical Geometry (1½ hours). The straight line ; transformation of co-ordinates ; the circle.

4. Higher Dynamics (1½ hours). The elements of Dynamics, as above, treated with the help of Trigonometry ; Atwood's Machine ; parabolic motion of a projectile ; composition of forces acting on a rigid body ; uniform circular motion ; impact ; kinetic energy ; centre of pressure ; metacentre.

No Candidate may take any of the Additional Subjects who is not a Candidate in Mathematics (Higher Grade or Honours), and no credit will be given for success in any of the Additional Subjects unless the Candidate attain a certain standard of proficiency in Mathematics.

Book-keeping and Commercial Arithmetic.

The examination in Book-keeping and Commercial Arithmetic will consist of the following papers. Candidates must pass in both.

1. Book-keeping (2½ hours). Candidates will be required to answer easy questions on the principles and practice of Book-keeping, to frame the books necessary to record a number of transactions of moderate difficulty, to adjust ledger accounts, and to frame balance-sheets and profit and loss accounts. Proper books will be provided.

2. Commercial Arithmetic (2 hours). Arithmetic with special reference to discount, interest, exchange, foreign weights and measures, and such questions as are likely to arise in ordinary commercial transactions. An exercise in calculation, involving speed and accuracy, will be given.

Scotch Education Department,
September, 1903.

Mathematics, 1905.
Specimen Papers.

M. 116.

Scotch Education Department,
17th March, 1904.

SIR,

Adverting to Their Lordships' Circular Letter of 11th September, 1903 (No. 376), I am now to enclose for your information two copies of a set of examination papers which have been prepared with a view to illustrating the new Note as to the Mathematical Papers. Much care and thought have been bestowed upon these specimens, and they may be taken as affording a trustworthy index to the general character and arrangement of the papers that will actually be set in 1905 and following years. Their Lordships naturally reserve the right to introduce, from time to time, such modifications as experience may show to be desirable in the interests of mathematical teaching throughout the country.

I am to add that additional copies can be procured (Price 6d.), either directly or through any Bookseller, from EYRE & SPOTTISWOODE, East Harding Street, Fleet Street, E.C., and 32, Abingdon Street, Westminster, S.W.; or from OLIVER & BOYD, Edinburgh.

I have, etc.,

H. CRAIK.

LIST OF UNIVERSITY AND PROFESSIONAL AUTHORITIES BY WHOM EVIDENCE OF HAVING PASSED AT THE LEAVING CERTIFICATE EXAMINATION IS ACCEPTED IN LIEU OF PRELIMINARY EXAMINATIONS HELD BY THEM.

The Lords of Council and Session (for the purposes of the Law Agents Act);
The University of Oxford;
The University of Cambridge;
The Joint Board of the Scottish Universities, for the Preliminary Examination;
The University of London;
The General Medical Council;
The Royal College of Surgeons of Edinburgh;
The Army Council (as qualifying for attendance at the Competitive Examination for entrance to the Regular Army);
The Pharmaceutical Society of Great Britain;
The Society of Solicitors before the Supreme Courts;
The Chartered Accountants of Scotland;
The London Chamber of Commerce;
The Institution of Civil Engineers;
Girton College, Cambridge; and
Royal Holloway College, Englefield Green, Surrey.

MEMORANDUM.

AS TO

EXEMPTION OF CANDIDATES WHO HAVE PASSED AT THE LEAVING CERTIFICATE EXAMINATION, FROM EXAMINATIONS OF THE UNIVERSITIES OF OXFORD AND CAMBRIDGE.

My Lords are informed that Passes at the Leaving Certificate Examination of the Scotch Education Department are accepted by THE UNIVERSITY OF OXFORD under the following conditions:—

(1). No evidence as to a Pass shall be accepted unless the Candidate has passed in Greek, Latin, and Elementary Mathematics, at one Examination.

Subject to the conditions hereinafter contained, a Candidate shall be deemed to have passed, who

a. In Elementary Mathematics, has passed at least the Lower Grade standard of the Scotch Education Department. A pass in the Higher Grade or in Honours will be accepted.

b. In Latin and Greek, has passed the Higher Grade standard.

(2). Any Candidate who, having satisfied the above conditions, has gained Honours in Greek, Latin, French or German, shall be considered to have passed an Examination equivalent to Responsions together with an Additional Subject.

Also, that the following Recommendations have been approved by the Senate of the UNIVERSITY OF CAMBRIDGE—

1.—That a student in one and the same year has passed in the Higher Grade in both Latin and Greek in the Leaving Certificate Examination of the Scotch Education Department be excused from Part I. of the Previous Examination with the exception of the Paper on the Greek Gospel or its substitute.

2.—That a student who has passed in the Higher Grade in Mathematics and English in the Leaving Certificate Examination of the Scotch Education Department be excused from Part II. of the Previous Examination with the exception of the paper on Paley's Evidences or its substitute.

3.—That a student who has passed in the Higher Grade in Mathematics (but not in the Higher Grade in English) in the Leaving Certificate Examination of the Scotch Education Department be excused from Part II. of the Previous Examination with the exception of the English Essay and the paper on Paley's Evidences or its substitute.

4.—That a student who has passed in the Higher Grade in French, or German, or Mathematics (including Dynamics) in the Leaving Certificate Examination of the Scotch Education Department be excused from the Additional Subjects of the Previous Examination.

5.—That a student who in one and the same year has passed in the Higher Grade in both Latin and Greek in the Leaving Certificate Examination of the Scotch Education Department be admitted to the paper on the Greek Gospel or its substitute in Part I. of the Previous Examination on payment of a fee of five shillings.

6.—That a student who has passed in the Higher Grade in Mathematics and English in the Leaving Certificate Examination of the Scotch Education Department be admitted to the paper on Paley's Evidences or its substitute in Part II. of the Previous Examination on payment of a fee of five shillings.

7.—That a student who has passed in Higher Grade in Mathematics (but not in the Higher Grade in English) in the Leaving Certificate Examination of the Scotch Education Department be admitted to the English Essay and to the paper on Paley's Evidences of its substitute in Part II. of the Previous Examination on payment of a fee of ten shillings.

8.—That, for the purpose of the foregoing regulations, a Pass in Honours in the Leaving Certificate Examination of the Scotch Education Department in any subject be accepted as equivalent to a Pass in the Higher Grade in the same subject, provided that in the case of Mathematics a candidate who has passed in Honours shall have passed also in the Higher Grade in Arithmetic.

9.—That the necessary evidence on behalf of any undergraduates who claim exemption from either Part of the Previous Examination, or from the Examination in the Additional Subjects by virtue of the foregoing Regulations, be presented to the Registrary in their first Term of residence, and that a fee of £1 for the Registration of each Certificate of exemption from Examination in Part I. or in Part II., or in the Additional Subjects of the Previous Examination, be paid at the same time to the Registrary. Such evidence, if not presented in a student's first Term of residence, shall not be accepted without the express permission of the Council of the Senate.

Scotch Education Department,
June, 1902.

MEMORANDUM.

Passes at the Leaving Certificate Examination of the Scotch Education Department are accepted by the Joint Board of Examiners of the four Scottish Universities of St. Andrews, Glasgow, Aberdeen and Edinburgh, in lieu of the Preliminary Examinations in Arts and Science and Medicine under the following conditions, viz :—

I.—In lieu of the Arts and Science Preliminary Examination Passes in the Higher and Honours Grade in Latin, Greek, and Mathematics are accepted as exempting *pro tanto* from the Arts and Science Preliminary Examination on the Higher Standard, and passes in the Lower Grade in those subjects as exempting *pro tanto* from the same examination on the Lower Standard. Passes in the Higher and Honours Grade in English, Modern Languages and Dynamics are alone accepted as exempting from the Arts and Science Preliminary Examination in those subjects. Passes in the Higher and Honours Grade in Mathematics are alone accepted as exempting from the Science Preliminary Examination in that subject.

II.—In lieu of the Medical Preliminary Examination.

Passes in the Higher and Honours Grade in all the subjects of the Medical Preliminary Examination are accepted as exempting *pro tanto* from that examination, but passes in the Lower Grade will only be accepted provided the examinations in all the requisite subjects have been taken and passed at one or not more than two examination.

Scotch Education Department.
June, 1902.

MEMORANDUM

AS TO

EXEMPTION OF CANDIDATES WHO HAVE OBTAINED A LEAVING CERTIFICATE FROM THE MATRICULATION EXAMINATION OF THE UNIVERSITY OF LONDON.

My Lords are informed that the SENATE OF THE UNIVERSITY OF LONDON has passed the following resolution:—

> "That the Scotch Leaving Certificate be accepted in lieu of the Matriculation Examination in accordance with the terms of Statute 116, provided that the Candidate has passed in the Higher or Honours grade in all the subjects required by the Regulations for the Matriculation Examination on one and the same occasion."

Scotch Education Department,
December, 1902.

LEAVING CERTIFICATE EXAMINATION, 1904.

EXAMINATION PAPERS.

ENGLISH.

LOWER GRADE.

Thursday, 23rd June.—10 A.M. to 12.30 P.M.

Every Candidate should answer *nine* questions (AND NOT MORE THAN NINE), namely, Questions 1, 2, 3, and 4, and *one* other question in Section I., *two* in Section II., and *two* in Section III.

Before attempting to answer any question, candidates should read it carefully through. This caution is particularly important in the case of Question 3.

VALUE.

SECTION I.

10. 1. Write out, and punctuate, the passage for dictation.

15. 2. Write an essay, of about two pages, on one of the following subjects :—

(*a.*) The Newspaper: what are the chief kinds of reading that it contains, and for what is each valuable?

(*b.*) The life of a rat on board ship.

15. 3. Express, in your own language, as accurately as you can, the meaning of the following passage, and show how the illustration bears out the main argument :—

"But we, frail wights! whose sight cannot sustain
The Sun's bright beams when he on us doth shine,
But that their points rebutted back again
Are dulled, how can we see with feeble *eyne* *
The glory of that Majesty Divine,
In sight of whom both Sun and Moon are dark,
Compared to his *least* resplendent spark?

The *means*, therefore, which unto us is lent
Him to behold, is on his works to look,
Which he hath made in beauty *excellent*,
And in the same, as in a brazen book,
To read enregistered in every nook
His goodness, *which* his beauty doth declare,
For all that's good is beautiful and fair."

* Eyes.

VALUE.

10. 4. Parse the words italicised in the foregoing passage.

Make a general analysis of the second stanza of the foregoing passage, from "The means" to "and fair."

10. 5. Write short notes on *five* of the following words, showing how each of the five chosen words illustrates the history of the English language:—riches, songster, myself, ought, former, grandfather, forlorn, apron, aside, naughty.

10. 6. Write ten short sentences, each containing one of the following words correctly used, so as to bring out its meaning:—embody, leeway, appliance, automatically, judicial, guerdon, satellite, insinuate, pertinent, wreak.

10. 7. Point out the faults in the following, and re-write each sentence so as to remove all obscurity, absurdity, or inaccuracy:—

(*a.*) I shall have great pleasure in accepting your kind invitation; we will be happy to visit you.

(*b.*) I meant nothing less than to compel you to come.

(*c.*) Mutton and rice-pudding constitute the leading features of our dinner.

(*d.*) He seldom looked at the picture, which he frequently did, without shedding tears.

(*e.*) Erected to the memory of John Phillips accidentally shot as a mark of affection by his brother.

10. 8. Give an account, with quotation, of any famous description, in verse or prose, of *one* of the two following:—

(i.) A horse.

(ii.) The delights of country life.

SECTION II.

10. 9. Give some account of the reign of *one* of the following kings stating his claim to the throne of England, and showing how the question of the succession affected the events of the reign:—William I., Henry IV., Richard III., James II., William III.

10. 10. Write short papers, of about a page each, on *two* of the following:—The Celtic Church; Roman Civilisation in Britain; Danish Settlements in England; The Loss of Normandy; The Causes of the Hundred Years' War; The Decay of the Feudal Baronage; The Growth of Popular Control over Taxation; The Part taken by Scotland in the Civil Wars (1642-48); The Causes of the American War of Independence; The Alliances of Great Britain in the Eighteenth Century; Catholic Disabilities; The Crimean War.

10. 11. Give some account of the part played in history by *one* of the following statesmen:—Burleigh, Clarendon, Bolingbroke Walpole, Fox, Palmerston.

VALUE.

SECTION III.

10. 12. Describe the natural advantages and disadvantages of Great Britain in the struggle for industrial and commercial supremacy.

10. 13. Describe and discuss the various routes and methods whereby explorers have attempted to reach the North Pole.

10. 14. Draw a sketch map of Korea, and explain the importance of that country to Russia and to Japan.

10. 15. Say where *ten* of the following are situated, and mention anything for which each of the ten is remarkable:—Amiens, Auckland, Banbury, Bayonne, New Caledonia, Corinth, Dawson City, Esquimault, Fez, Fontainebleau, Gothland, Greytown, Hakodate, Interlaken, Jaffa, Juan Fernandez, Kalahari, Kiel, Kurrachee, Lhassa, Lowestoft, Missolonghi, Nankin, Naseby, Ottawa, Perekop, Peshawur, Pisa, Quetta, Reykjavik, Rotorua, Saghalien, Snaefell, Sokoto, Tananarivo, Tokay, Ulundi, Valparaiso, Yemen, Yucatan.

ENGLISH.

LOWER GRADE.

Thursday, 23rd June.—10.45 A.M.

Passage for Dictation.

Instead of being scattered in a town, the students of Oxford and Cambridge are united in colleges; their maintenance is provided at their own expense, or that of the founders; and the stated hours of the hall and chapel represent the discipline of a regular, and, as it were, a religious community. The eyes of the traveller are attracted by the size and beauty of the public edifices; and the principal colleges appear to be so many palaces, which a liberal nation has erected and endowed for the habitation of science. My own introduction to the University of Oxford forms a new era in my life, and at the distance of forty years I still remember my first emotions of surprise and satisfaction.

VALUE.

ENGLISH.

HIGHER GRADE AND FIRST PAPER FOR HONOURS.

Thursday, 23rd June.—10 A.M. to 1 P.M.

Every Candidate should answer *nine* questions (AND NOT MORE THAN NINE). Every Candidate must take Questions 1 and 2, and *three* other questions in Section I. Higher Grade Candidates should take, also, *two* questions from Section II., and *two* from Section III.

Honours Candidates are not required to answer questions from Sections II. and III., but may do so. The full number of marks can be obtained from Section I.

Before attempting to answer any question, candidates should read it carefully through. This caution is particularly important in the case of Question 2.

SECTION I.

15. 1 Write an essay, of about two pages, on one of the following subjects:—

(*a.*) Friendship.

(*b.*) "All the living do, and all they be,
Proceeds from what the dead have been, or done."

(*c.*) "Two voices hast thou; one is of the Sea,
One of the Mountains, each a mighty voice."

In this address to Freedom, Wordsworth implies that free forms of Government flourish chiefly or solely among the mountains or on the sea coast. Illustrate and discuss this statement.

15 2 Express, in your own language, the main idea of the following passage, and show how the illustrations serve to enforce it:—

"Say not the struggle nought availeth,
The labour and the wounds are vain,
The enemy faints not, nor faileth,
And as things have been they remain.

If hopes were dupes, fears may be liars;
It may be, in yon smoke concealed,
Your comrades chase even now the fliers,
And, but for you, possess the field.

For while the tired waves, vainly breaking,
Seem here no painful inch to gain,
Far back, through creeks and inlets making,
Comes silent, flooding in, the main.

And not by eastern windows only,
When daylight comes, comes in the light,
In front the sun climbs slow, how slowly,
But westward, look, the land is bright."

10. 3. From the above passage select five words which are borrowed from Romance sources, write a brief note on each, and give their nearest Saxon equivalents.

Discuss the comparative value of the Saxon and Latin elements in English.

10. 4. Trace the gradual loss of inflection in the English language, and mention the principal inflections which remain.

10. 5. Explain fully the meaning of *five* of the following:—truism, periphrasis, epigram, analogy, peroration, refrain, dilemma, emphasis, epilogue, elegy.

10. 6. "The laws of composition are not immutable laws: what is right "in conversation may be wrong in a letter; what is right in a "letter may be wrong in an oration; what is right in an oration "may be wrong in a sworn statement of fact." Discuss the above, with illustrations.

10. 7. Point out the faults in the following, and re-write each sentence so as to remove all obscurity, absurdity, or inaccuracy:—

(*a.*) I shall have great pleasure in accepting your kind invitation; we will be happy to visit you.

(*b.*) I meant nothing less than to compel you to come.

(*c.*) Mutton and rice-pudding constitute the leading features of our dinner.

(*d.*) He seldom looked at the picture, which he frequently did, without shedding tears.

(*e.*) Erected to the memory of John Phillips accidently shot as a mark of affection by his brother.

10. 8. Quote any English sonnet in full and give a very brief account of the author.

10. 9. Is the effect of dialect in literature always comic? Give instances of its successful use from Shakespeare, Scott, or any other writers.

SECTION II.

10. 10. Give some account of the reign of *one* of the following kings, stating his claim to the throne of England, and showing how the question of the succession affected the events of the reign:—William I., Henry IV., Richard III., James II., William III.

10. 11. Write short papers of about a page each, on *two* of the following:—The Celtic Church; Roman Civilization in Britain; Danish Settlements in England; The Loss of Normandy; The Causes of the Hundred Years' War; The Decay of the Feudal Baronage; The Growth of Popular Control over Taxation; The Part taken by Scotland in the Civil Wars (1642–48); The causes of the American War of Independence; The Alliances of Great Britain in the Eighteenth Century; Catholic Disabilities; The Crimean War.

10. 12. Give some account of the part played in history by *one* of the following statesmen:—Burleigh, Clarendon, Bolingbroke, Walpole, Fox, Palmerston.

VALUE.

SECTION III.

10. 13. Describe the natural advantages and disadvantages of Great Britain in the struggle for industrial and commercial supremacy.

10. 14 Describe and discuss the various routes and methods whereby explorers have attempted to reach the North Pole.

10. 15. Draw a sketch map of Korea, and explain the importance of that country to Russia and to Japan.

10. 16. Say where *ten* of the following are situated, and mention anything for which each of the ten is remarkable:—Amiens, Auckland, Banbury, Bayonne, New Caledonia, Corinth, Dawson City, Esquimault, Fez, Fontainbleau, Gothland, Greytown, Hakodate, Interlaken, Jaffa, Juan Fernandez, Kalahari, Kiel, Kurrachee, Lhassa, Lowestoft, Missolonghi, Nankin, Naseby, Ottawa, Perekop, Peshawur, Pisa, Quetta, Reykjavik, Rotorua, Saghalien, Snafell, Sokoto, Tananarivo, Tokay, Ulundi, Valparaiso, Yemen, Yucatan.

ENGLISH.

HONOURS.—SECOND PAPER.

Wednesday, 29th June.—10 A.M. to 1 P.M.

About SIX *questions should be answered. At least* FOUR *of these must be taken from Section I.*

SECTION I.

16. 1. "Except in form, Chaucer's work is essentially dramatic." Discuss this criticism.

16. 2. Briefly trace the history of alliteration in English verse.

16. 3. What was the effect of the Renaissance on English prose? Compare any prose-writer before the Renaissance with any prose-writer after it.

16. 4. Describe the Miracle Plays, and trace their effect on the later drama.

16. 5. Give some account of Shakespeare's lyrics.

16. 6. Compare and contrast two of Shakespeare's heroines, chosen from different plays.

16. 7. Describe *L'Allegro* and *Il Penseroso*, showing how the two poems correspond and contrast with each other.

16. 8. Write an estimate of Dryden, *or* of Dr. Johnson, as a man of letters, showing the various kinds of literary work in which he excelled.

16. 9. Describe the satire of Pope, *or* of Swift, and the principal objects at which it was aimed.

16. 10. How did the Romantic Revival influence the novel?

16. 11. Compare Spenser and Keats.

16. 12. Write an estimate of Tennyson, *either* as a master of melody, *or* as a delineator of the life of his own time.

SECTION II.

Optional Questions.

16. 13. Translate into Modern English :—

Wes næure gæt mare wrecce-hed on land. ne næure hethen men werse ne diden þan hi diden. *for* ouer sithon ne for-baren [hi] nouther circe ne cyrce-iærd. oc namen al þe god ð þar-inne was, & brenden sythen þe cyrce & al te gædere. Ne hi ne for-baren biscopes land ne abbotes ne preostes, ac ræueden munekes & clerekes. & æuric man other þe ouer *myhte*. Gif twa men oþer iii coman ridend to an tun. al þe tunscipe *flugœn* for heom. wenden ð hi wæron ræures. þe biscopes and *lered* men heom cursede æure. oc was *heom* naht þar-of. for hi uueron al for cursæd & for-suoren & *forloren*.

War-sæ me tilede. þe erthe ne bar nan corn. for þe land was al for-don. mid suilce dædes. & hi sæden openlice ð Christ slep. & his *halechen*. Suilc & mare þanne we cunnen sæin. we þolenden xix *wintre* for ure sinnes.

16. 14. Parse fully the words in italics in the above passage.

16. 15. Briefly trace the history of the principal dialects of English up to the time of Burns.

16. 16. What are the principal grammatical differences between the English of Chaucer and Modern English?

LATIN.

LOWER GRADE.

Monday, 27th June.—10 A.M. to 12.30 P.M.

Candidates should in all cases attempt Question 1.

30. 1. For Prose Composition :—

When the herald (*fetialis*) came to ask for the corpses of the slain, knowing nothing of the battle of Idomena, and seeing the arms of the dead, he expressed his astonishment at their number. A bystander asked how many he thought had fallen. 'About two hundred,' was the reply. 'Then these are not their arms, for here are those of more than a thousand.' The herald answered, They cannot then be the

VALUE.

arms of our men.' 'Indeed they are,' said the other, 'if you were fighting yesterday at Idomena.' 'Yesterday we fought with no one; it was the day before, in the retreat.' The other replied, 'All I know is, that these are the arms of those with whom we fought yesterday, the men who marched from the city of Ambracia.' When the herald heard this he understood that the army from the city had perished.

20. 2. Translate:—

(*a*) Caesar superioribus consiliis depulsus omnem sibi commutandam belli rationem existimavit. itaque uno tempore praesidiis omnibus deductis et oppugnatione dimissa coactoque in unum locum exercitu, contionem apud milites habuit hortatusque est, ne ea, quae accidissent, graviter ferrent, neve his rebus terrerentur multisque secundis proeliis unum adversum, et id mediocre, opponerent. habendam fortunae gratiam, quod Italiam sine aliquo vulnere cepissent, quod duas Hispanias pacavissent, quod finitimas frumentariasque provincias in potestatem redegissent; denique recordari debere, qua felicitate inter medias hostium classes, oppletis non solum portibus sed etiam litoribus, omnes incolumes essent transportati. si non omnia caderent secunda, fortunam esse industria sublevandam.

The Golden Age of Saturn compared with the reign of Jupiter.

15. (*b*) Quam bene Saturno vivebant rege, priusquam
tellus in longas est patefacta vias!
illo non validus subiit iuga tempore taurus,
non domito frenos ore momordit equus.
non domus ulla fores habuit: non fixus in agris,
qui regeret certis finibus arva, lapis.
non acies, non ira fuit, non bella, nec ensem
inmiti saevus duxerat arte faber.
nunc Iove sub domino caedes et vulnera semper,
nunc mare, nunc leti mille repente viae.

17. 3. (*a*) In what metre is the preceding passage written? Give the scansion of the first four lines, marking the quantity of each syllable and dividing the feet.

(*b*) Give (1) the meaning, (2) the gender, (3) the ablative singular, and (4) the ablative plural, of the following words:—*dies, iter, arx, vis, opus;* and give the principal parts of *pono, vincio, reddo, prosum, proficiscor.*

(*c*) What are the adverbs formed from the adjectives *bonus, fortis, audax, simplex, facilis?* Give the comparative and superlative of those adverbs.

(*d*) Distinguish between the following: write and translate very short sentences or phrases to illustrate the distinctions:—*alius, alter; nemo, nullus; quisquam, quidam; forte, fortasse; ultrum, sive.*

2. 4. Translate into Latin:—

(*a*) When you come home, I will tell you what has happened.

(*b*) I persuaded him to leave home, and I took him with me to the country.

VALUE.

(*c*) Unless the enemy surrendered at once, the general threatened to put them all to the sword.

(*d*) Caesar stated his demands, and told the envoys to return to him on the 12th of April.

6. 5. Give a short account of the career of any *one* of the following:—Cato major, Scipio Africanus minor, Tiberius Gracchus, Sulla, Marcus Agrippa.

LATIN.

HIGHER GRADE.

Monday, 27th June.—10 A.M. to 1 P.M.

Candidates will not be allowed to pass unless they reach the necessary standard both in Prose Composition and in Translation.

30. 1. For Prose Composition:—

Men are always afraid of what is strange and distant. And we must not despise the Lacedaemonians because we have defeated them. They are still planning to retrieve the past. We ourselves have only recently recovered from great disasters; we cannot afford to waste our resources on those who will make no adequate return if successful, and if they fail will involve us in their own destruction. He who urges you to undertake this war is a young man without experience, pleased with the novelty of office and eager to gratify his own ambition or find means to support his extravagance. He has gathered his friends round him, but you must not be afraid of them; remember the risk, and do not be shamed into voting against your convictions.

25. 2. Translate into English:—

(*a*) Prope dicentem interfatus Romanum Phaeneas, 'non in servitutem,' inquit, 'sed in fidem tuam nos tradimus; et certum habeo, te imprudentia labi, qui nobis imperes, quae moris Graecorum non sint. ad haec consul, 'nec, hercule', inquit, 'magnopere nunc curo, quid Aetoli satis ex more Graecorum factum esse censeant, dum ego more Romano imperium inhibeam in deditos modo decreto suo, ante armis victos. itaque, ni propere fit, quod impero, vinciri vos iam iubeo': afferrique catenas et circumsistere lictores iussit. tum fracta Phaeneae ferocia Aetolisque aliis est, et tandem cuius condicionis essent sensere, et Phaeneas, se quidem et qui adsint Aetolorum scire facienda esse, quae imperentur, dixit: sed ad decernenda ea concilio Aetolorum opus esse. ad id petere, ut decem dierum indutias daret. petente Flacco pro Aetolis, indutiae datae; et Hypatam reditum est.

VALUE.

Portents after Caesar's death.

15. (*b.*) Quotiens Cyclopum effervere in agros
vidimus undantem ruptis fornacibus Aetnam
flammarumque globos liquefactaque volvere saxa!
armorum sonitum toto Germania caelo
audiit, insolitis tremuerunt motibus Alpes.
vox quoque per lucos vulgo exaudita silentes
ingens, et simulacra modis pallentia miris
visa sub obscurum noctis, pecudesque locutae,
infandum. sistunt amnes terraeque dehiscunt
et maestum inlacrimat templis ebur aeraque sudant.
proluit insano contorquens vortice silvas
fluviorum rex Eridanus camposque per omnes
cum stabulis armenta tulit.

7 3. (*a.*) Write short Latin sentences (translating them) to illustrate the force of *ut* with the indicative, *sunt qui* with the indicative and with the subjunctive, *dum* with the indicative and with the subjunctive, *quippe qui*, and *quotus quisque*.

(*b.*) Explain carefully the use of the genitives and datives in the following:—

(i) mihi res tota provisa est.

(ii) ea res nemini unquam fraudi fuit.

(iii) pudet me deorum hominumque.

(iv) venit mihi Platonis in mentem.

4. 4. Scan the following lines, marking the quantity of every syllable and dividing the feet. Mention the name of the metre in each case:—

principio esse aio persubtilem, atque minutis.
uxor invicti Iovis esse nescis.
quas aut Parrhasius protulit aut Scopas.

12. 5. Translate into Latin:—

(*a.*) Whether he acted rightly or wrongly, he will be punished for what he did.

(*b.*) He arrived at Tarentum from Syracuse on the 12th of May, only to find that his brother had sailed for Alexandria on the preceding day.

(*c.*) If I were in your place, I should not hesitate to threaten the soldier with death, in the event of his disobeying my orders.

(*d.*) The messenger brought back word that it was beyond doubt that the enemy had crossed the river and were advancing on the city by forced marches.

7. 6. Answer any *one* of the following:—

(*a.*) What were the chief difficulties that hindered Hannibal from subjugating the Romans after the defeat of their forces at Cannae?

(*b.*) Show how far Marius and Caesar carried out the policy of C. Gracchus.

VALUE.

(*c.*) Give a short account of the dispute that led to the Social War, and state the terms of settlement.

(*d.*) Describe briefly the chief events in Roman History from the time when Caesar crossed the Rubicon to the date of the battle of Munda.

(*e.*) Explain any *five* of the following expressions:—*lex provinciae, prorogatio imperii, centuria praerogativa, census equester, obnuntiatio, quaestio de repetundis, capitis deminutio.*

LATIN.

HONOURS.—FIRST PAPER.

Monday, 27th June.—10 A.M to 1 P.M.

70. 1. For Prose Composition :—

Every effort was now made to fan the lukewarm feelings of this student into a glow of hatred against the monarchy. He was reminded, by papers left in his praetor's seat, of his alleged descent from Brutus the Tyrannicide. Stories were told that his wife urged him to action by showing that she could wound herself with a dagger unmoved, and that Cassius by subtle speech persuaded him that liberty could only be gained by murder. We cannot test the truth of such tales; all we can be sure of is that Brutus was hard to gain, but that once persuaded, he went into the plot with all the enthusiasm of weakness. But he insisted that Caesar should be the only victim; he struck, he said, not at the monarch, but at the monarchy, and would have no unnecessary bloodshed. Thus Antonius and Lepidus owed their lives to him; and events showed with a sad irony that he had done exactly the opposite of what he intended. The monarch was murdered, and the monarchy left untouched.

There was no time to lose. Caesar was to leave Rome on March 18th, and after that date his person would be secure from attack. At any time the plot might be betrayed, or at least his suspicions might be roused. More than one scheme for the murder was proposed and given up; at last it was resolved that the deed should be done on the Ides of March, for which day a meeting of the Senate had been summoned, when Caesar was to resign the consulship, and announce Dolabella as his successor.

30. 2. For Latin Verse Composition :—

(*a*) Translate into Hexameters :—

The boat paused shuddering. Shall it sink
Down the abyss? Shall the reverting stress
Of that resistless gulf embosom it?
How shall it fall?—A wandering stream of wind,
Breathed from the West, has caught the expanded sail;
And lo! with gentle motion, between banks
Of mossy slope, and on a placid stream,
Beneath a woven grove, it sails: and, hark!

VALUE.

The ghastly torrent mingles its far roar
With the breeze murmuring in the musical woods.
Where the embowering trees recede, and leave
A little space of green expanse, the cove
Is closed by meeting banks, whose yellow flowers
For ever gaze on their own drooping eyes
Reflected in the crystal calm.

(*b*) Translate into Elegiacs or Lyrics:—

We travelled in the print of olden wars,
Yet all the land was green,
And love we found, and peace
Where fire and war had been.

They pass and smile, the children of the sword—
No more the sword they wield;
And O, how deep the corn
Along the battlefield!

OR, *as an alternative to verse composition*,

Write a Latin letter narrating an Arctic or Antarctic voyage, or describing in general terms the dangers and problems of such exploration.

LATIN.

HONOURS.—SECOND PAPER.

Wednesday, 29th June.—2 to 5 P.M.

20. 1. Translate into English:—

(*a*.) Iam omnium primum quantum numero nos praestent, neminem vestrum nec ante ignorasse et hesterno die, explicatam intuentes aciem, animadvertisse certum habeo. ex hac nostra paucitate quarta pars militum praesidio impedimentis relicta erat; nec ignavissimum quemque relinqui ad custodiam sarcinarum scitis. sed fuerimus omnes; parvum hoc tandem esse credimus, quod ex his castris in quibus hac nocte mansimus exituri in aciem hodierno vel summum crastino die, si ita videbitur, dis bene iuvantibus, sumus? nihilne interest utrum militem quem neque viae labor hodie neque operis fatigaverit, requietum, integrum in tentorio suo arma capere iubeas atque in aciem plenum virium, vigentem et corpore et animo educas, an longo itinere fatigatum et opere fessum, madentem sudore, ardentibus siti faucibus, ore atque oculis replotis pulvere, torrente meridiano sole, hosti obicias recenti, requieto, qui nulla re ante consumptas vires ad proelium adferat? quis, pro deum fidem, ita comparatus, vel iners atque imbellis fortissimum virum non vicerit? quid, quod per summum otium instruxerant aciem, praeparaverant animos, stabant compositi suis quisque ordinibus; nobus tunc repente trepidandum in acie instruenda erat et incompositis concurrendum?

20. (*b.*) Scio quaeri etiam, naturane plus ad eloquentiam conferat an doctrina. quod ad propositum quidem nostri operis nihil pertinet; nec enim consummatus orator nisi ex utroque fieri potest. plurimum tamen referre arbitror quam esse in hoc loco quaestionem velimus. nam si parti utrilibet omnino alteram detrahas, natura etiam sine doctrina multum valebit, doctrina nulla esse sine natura poterit. sin ex pari coeant, in mediocribus quidem utrisque, maius adhuc naturae credam esse momentum, consummatos autem plus doctrinae debere quam naturae putabo, sicut terrae, nullam fertilitatem habenti, nihil optimus agricola profuerit; e terra uberi utile aliquid, etiam nullo colente, nascetur; at in solo fecundo plus cultor quam ipsa per se bonitas soli efficiet. et si Praxiteles signum aliquod ex molari lapide conatus esset exsculpere, Parium marmor mallem rude: at si idem artifex expolisset, plus in manibus fuisset quam in marmore. denique natura doctrinae materia est: haec fingit, illa fingitur. nihil ars sine materia: materiae etiam sine arte pretium est.

20. (*a.*) Hoc etiam tibi tute interdum dicere possis:

'lumina sis oculis etiam bonus Ancu' reliquit
qui melior multis quam tu fuit, improbe, rebus.
inde alii multi reges rerumque potentes
occiderunt, magnis qui gentibus imperitarunt.
ille quoque ipse viam qui quondam per mare magnum
stravit iterque dedit legionibus ire per altum
ac pedibus salsas docuit superare lacunas
et contempsit equis insultans murmura ponti,
lumine adempto animam moribundo corpore fudit.
Scipiades, belli fulmen, Carthaginis horror,
ossa dedit terrae proinde ac famul infimus esset.
adde repertores doctrinarum atque leporum,
adde Heliconiadum comites, quorum unus Homerus
sceptra potitus eadem aliis sopitu' quieta est.
denique Democritum, postquam matura vetustas,
admonuit memores motus languescere mentis,
sponte sua leto caput obvius obtulit ipse.
ipse Epicurus obit decurso lumine vitae,
qui genus humanum ingenio superavit et omnes
restinxit, stellas exortus ut aetherius sol.
tu vero dubitabis et indignabere obire?'

16. 2. Translate the following, with short notes on the peculiarities of construction indicated by italics:—

(*a.*) niveus *videri.*

(*b.*) *ibat* et hirsutas ille *videre* feras.

(*c.*) A. cavistis ergo tu atque erus ne abiret, cum scibatis?
B. quid *faceret?* A. si *amabat,* rogas quid faceret? *adserraret* dies noctesque.

(*d.*) truces animos cupido involat eundi in hostem, *piaculum furoris.*

(*e.*) *curentur* dubii *medicis* maioribus aegri.

(*f.*) ille mihi ante alios fortunatusque *laborum*
egregiusque *animi.*

VALUE.

(*g.*) Write a short note on the conjunctions in the following without translating :—

(i.) praesens *vel* imo tollere de gradu
mortale corpus *vel* superbos
vertere funeribus triumphos.

(ii). *aut* hodie spoliis laudabor opimis
aut leto insigni.

24. 3. Answer any *two* of the following :—

(*a.*) Give a brief sketch of the origin and history of the Tribunate.

(*b.*) Compare the political and social state of Rome in 200 B.C. and in 100 B.C. What new influences were at work, and what new problems had arisen ?

(*c.*) Give some account of Cicero's conflicts with Verres, Catiline and Clodius.

(*d.*) Consider Augustus as the founder of a dynasty. On what basis did he establish his power, and how far did he succeed in making it a power which could be transmitted to a successor without danger or disturbance ?

(*e.*) Compare Virgil and Horace *either* as national poets of Rome and Italy, *or* as poets of Nature.

(*f.*) Give some account of Elegiac Poetry in the Augustan age. What subjects were treated in Elegiac verse, and how did the chief poets differ in spirit and manner ?

(*g.*) Describe the life and writings of any *one* of the following :— Terence, Catullus, Lucan, Tacitus.

GREEK.

LOWER GRADE.

Friday, 24th June.—2 to 4.30 P.M.

40. I. Translate :—

(An Interview with Homer in the World below.)

Οὔπω δὲ δύο ἢ τρεῖς ἡμέραι διεληλύθεσαν, καὶ προσελθὼν ἐγὼ Ὁμήρῳ τῷ ποιητῇ, σχολῆς οὔσης ἀμφοῖν, τά τε ἄλλα ἐπυνθανόμην καὶ ὅθεν εἴη, λέγων τοῦτο μάλιστα παρ' ἡμῖν ζητεῖσθαι. ὁ δὲ οὐδ' αὐτὸς ἀγνοεῖν ἔφασκεν ὡς οἱ μὲν Χῖον, οἱ δὲ Σμυρναῖον, πολλοὶ δὲ καὶ Κολοφώνιον αὐτὸν νομίζουσιν. εἶναι μέντοι γε ἔλεγε Βαβυλώνιος, καὶ παρά γε τοῖς πολίταις οὐχ Ὅμηρος ἀλλὰ Τιγράνης κεκλῆσθαι, ὕστερον δὲ ὁμηρεύσας παρὰ τοῖς Ἕλλησιν ἀλλάξαι τὴν προσηγορίαν. καὶ μὴν κἀκεῖνο ἐπεθύμουν εἰδέναι, εἰ πρότεραν ἔγραψε τὴν Ὀδύσσειαν τῆς Ἰλιάδος, ὡς οἱ πολλοί φασιν· ὁ δὲ ἠρνεῖτο. ὅτι μὲν γὰρ οὐδὲ τυφλὸς ἦν, ὅ καὶ αὐτὸ περὶ αὐτοῦ λέγουσιν, αὐτίκα ἠπιστάμην· ἑώρα γάρ, ὥστε οὐδὲ πυνθάνεσθαι ἐδεόμην. πολλάκις δὲ καὶ ἄλλοτε τοῦτο ἐποίουν, εἴ ποτε αὐτὸν σχολὴν ἄγοντα ἑώρων· προσιὼν γάρ τι ἐπυνθανόμην αὐτοῦ, καὶ ὃς προθύμως πάλιν ἀπεκρίνατο.

ὁμηρεύειν, "to be a hostage (ὅμηρος)."

20. II. Translate into Greek :—

(1) The boy told us that his father was at Athens.

(2) I wonder why Socrates was put to death by the Athenians.

(3) He said that he would tell us everything if we wished.

(4) We shall stay here till the messenger comes back.

(5) I would not do that for much money.

13. III. (*a*) Give—

acc. sing. of *θάλαττα, γυνή, μήτηρ, βασιλεύς, πόλις.*
dat. plur. of *δαίμων, χείρ, πούς, ὕδωρ, ἀνήρ.*
gen. plur. fem. of *τοιοῦτος, ἡδύς, πολύς, πᾶς, τεθνηκώς.*

Parse—

δέσποτα, βελτίω, ἱππέα, τρίχα, κρεῶν.

Compare—

σώφρων, σοφός, δῆλος, αἰσχρός, πολύς, ὀλίγος.

12. (*b*) Parse, giving present indic. 1st sing :—

βληθείς, ἑστάναι, προσερεῖ, ἁλούς, ἄρας, μετιών, πεπονθώς, πεῖσαι, ἀποθανεῖται, πεσοῦσα, ἀκηκοόσι, νομιοῦσι.

Give—

aor. inf. act. of *αἱρῶ, συνάγω, προβαίνω, καλῶ.*

perf. part. act., nom. sing. masc. of *ἀποκτείνω, λέγω, τείνω, διαφθείρω.*

fut. inf. of *δίδωμι, πάσχω, ἐσθίω, εὑρίσκω.*

15. (*c*) How does the meaning of *παρά* differ according as it governs the genitive, dative, or accusative? Make a phrase to illustrate each use.

Translate, with notes on the syntax :—

(1.) *εἴθε παρῆν τότε.*

(2.) *μὴ τοῦτο ποιήσῃς.*

(3.) *οὗ φημι ταῦτ' ἐπίστασθαι.*

(4) *διὰ τί μένεις, ἐξὸν ἀπιέναι;*

(5) *ἔλαθε ταῦτα ποιήσας.*

(6) *τί ποτε μέλλεις ἐρεῖν;*

Give the Greek for :—in town, twice a year, far greater, no less, not long ago.

VALUE.

GREEK.

HIGHER GRADE.

Friday, 24th June.—2 to 5 P.M.

(Candidates will not be allowed to pass unless they reach the necessary Standard both in Grammar and in Translation.)

25. I. Translate:—

Athens after Thermopylae.

Οἱ δ' ἡμέτεροι πρόγονοι πυθόμενοι μὲν τὴν γεγενημένην Λακεδαιμονίοις συμφοράν, εἰδότες δ' ὅτι, εἰ μὲν κατὰ γῆν τοῖς βαρβάροις ἀπαντήσονται, ἐπιπλεύσαντες χιλίαις ναυσὶν ἐρήμην τὴν πόλιν λήψονται, εἰ δὲ εἰς τὰς τριήρεις ἐμβήσονται, ὑπὸ τῆς πεζῆς στρατιᾶς ἁλώσονται, ἀμφότερα δ' οὐ δυνήσονται, ἀμύνασθαί τε καὶ φυλακὴν ἱκανὴν καταλιπεῖν, δυοῖν δὲ προκειμένοιν, πότερον χρὴ τὴν πατρίδα ἐκλιπεῖν ἢ μετὰ τῶν βαρβάρων γενομένους καταδουλώσασθαι τοὺς Ἕλληνας, ἡγησάμενοι κρεῖττον εἶναι μετ' ἀρετῆς καὶ πενίας καὶ φυγῆς ἐλευθερίαν ἢ μετ' ὀνείδους καὶ πλούτου δουλείαν τῆς πατρίδος, ἐξέλιπον ὑπὲρ τῆς Ἑλλάδος τὴν πόλιν. οὐ πολλαῖς δ' ὕστερον ἡμέραις ἦλθε καὶ ἡ πεζὴ στρατιὰ καὶ τὸ ναυτικὸν τὸ τῶν βαρβάρων, ὃ τίς ἰδὼν οὐκ ἂν ἐφοβήθη. ὡς μέγας καὶ δεινὸς τῇδε τῇ πόλει κίνδυνος ὑπὲρ τῆς τῶν Ἑλλήνων ἐλευθερίας ἠγωνίσθη.

20. II. Translate *one* of the following passages:—

(*a*) *Thetis bids Achilles refrain from battle till she has brought him new armour.*

Τὸν δ' ἠμείβετ' ἔπειτα θεὰ Θέτις ἀργυρόπεζα·
"Ναὶ δὴ ταῦτά γε, τέκνον, ἐτήτυμον οὐ κακὸν ἐστι,
τειρομένοις ἑτάροισιν ἀμυνέμεν αἰπὺν ὀλεθρον.
ἀλλά τοι ἕντεα καλὰ μετὰ Τρώεσσιν ἔχονται,
χάλκεα μαρμαίροντα· τὰ μὲν κορυθαίολος Ἕκτωρ
αὐτὸς ἔχων ὤμοισιν ἀγάλλεται· οὐδέ ἕ φημι
δηρὸν ἐπαγλαϊεῖσθαι, ἐπεὶ φόνος ἐγγύθεν αὐτῷ.
ἀλλὰ σὺ μὲν μή πω καταδύσεο μῶλον Ἄρηος,
πρίν γ' ἐμὲ δεῦρ' ἐλθοῦσαν ἐν ὀφθαλμοῖσιν ἰδῆαι·
ἠῶθεν γὰρ νεῦμαι ἅμ' ἠελίῳ ἀνιόντι
τεύχεα καλὰ φέρουσα παρ' Ἡφαίστοιο ἄνακτος."
Ὣς ἄρα φωνήσασα πάλιν τράπεθ' υἷος ἑοῖο,
καὶ στρεφθεῖσ' ἀλίῃσι κασιγνήτῃσι μετηύδα.

Scan the first four verses, noting any peculiarity of Homeric prosody.

(*b*) *Medea hesitates to slay her two children.*

σφῷν γὰρ ἐστερημένη
λυπρὸν διάξω βίοτον ἀλγεινόν τ' ἐμοί.
ὑμεῖς δὲ μητέρ' οὐκέτ' ὄμμασιν φίλοις
ὄψεσθ', ἐς ἄλλο σχῆμ' ἀποστάντες βίου.

VALUE.

φεῦ φεῦ· τί προσδέρκεσθέ μ' ὄμμασιν, τέκνα;
τί προσγελᾶτε τὸν πανύστατον γέλων;
αἰαῖ· τί δράσω; καρδία γὰρ οἴχεται,
γυναῖκες, ὄμμα φαιδρὸν ὡς εἶδον τέκνων.
οὐκ ἂν δυναίμην· χαιρέτω βουλεύματα
τὰ πρόσθεν· ἄξω παῖδας ἐκ γαίας ἐμούς.
τί δεῖ με πατέρα τῶνδε τοῖς τούτων κακοῖς
λυποῦσαν αὐτὴν δὶς τόσα κτᾶσθαι κακά;
οὐ δῆτ' ἔγωγε. χαιρέτω βουλεύματα.

Scan the last four verses, marking the caesura.

III. For Greek Prose:—

It was already dark when we reached the village, and we did not know whether the natives would treat us well or ill. We decided, therefore, to send one of our number to find out how matters stood, while the rest of us waited in the wood till he came back. Before long we heard
30. a loud cry, and immediately afterwards we saw our man running towards us as fast as he could. At first he could not speak, but we saw he was wounded, and we understood quite well what had happened. As we had feared, the natives were hostile, and it was clear that they would try to discover our hiding-place unless we could leave the wood before daybreak. If we delayed, we should certainly perish at their hands.

IV. (1) Give aor. inf. act. of ἔχω, πείθω, καλῶ, ἐῶ.

fut. ind. act. 3rd sing of προσαγορεύω, τρέφω, αἱρῶ, αἴρω.

perf. part. act. nom. sing. masc. of διαφθείρω, πάσχω, λέγω, συλλαμβάνω.

Parse, giving 1st sing. pres. ind. act.: μέμνησο, ἐρέσθαι, ἐξέλεα,
6. ἀπίασι, τεθνάναι, πλῆγείς.

(2) Translate, adding a note on the syntax:—

(a) ὅπως μὴ ἐρεῖς τοῦτο μηδενί.

(b) οὐκ ἀντιλέγω μὴ οὐ ταῦθ' οὕτως ἔχειν.

(c) οἶδα αὐτὸν ἥξοντα.

5. (d) δέδοικα μὴ ἀληθῆ λέγει.

(e) εἰ γὰρ παρῆσθα, ἵνα αὐτὸς εἶδες.

(3) Translate into Greek:—

(a) Whoever does this will be put to death.

(b) We ought to have gone home yesterday.

(c) I will show you that this is true.

10. (d) He is badly treated by his friends.

(e) If you do not go away, I shall tell you everything.

(4) (a) "I said that he was present." Translate into Greek, using (i) ἔφην, and (ii) εἶπον.

(b) What moods and tenses are used in Greek to express the Latin subjunctives in:—

(i) *hoc faciat*, "let him do this."

4. (ii) *legatos mittit qui dicant*, "he sends ambassadors to say."

(iii) *nescio quid velit*, "I don't know what he wants."

VALUE.

GREEK

HONOURS.—FIRST PAPER.

Friday, 24th June.—2 to 5 P.M.

20. I. Translate:

(1)

[*Patroclus upbraids Achilles.*]

Μὴ ἐμέ γ' οὖν οὗτός γε λάβοι χόλος, ὃν σὺ φυλάσσεις,
αἰναρέτῃ· τί σευ ἄλλος ὀνήσεται ὀψίγονός περ,
αἴ κε μὴ Ἀργείοισιν ἀεικέα λοιγὸν ἀμύνῃς;
νηλεές, οὐκ ἄρα σοί γε πατὴρ ἦν ἱππότα Πηλεύς,
οὐδὲ Θέτις μήτηρ· γλαυκὴ δέ σε τίκτε θάλασσα,
πέτραι δ' ἠλίβατοι, ὅτι τοι νόος ἐστὶν ἀπηνής.
εἰ δέ τινα φρεσὶ σῇσι θεοπροπίην ἀλεείνεις,
καί τινά τοι παρὰ Ζηνὸς ἐπέφραδε πότνια μήτηρ·
ἀλλ' ἐμέ περ πρόες ὦχ', ἅμα δ' ἄλλον λαὸν ὄπασσον
Μυρμιδόνων, ἵν' πού τι φόως Δαναοῖσι γένωμαι.
δός δέ μοι ὦμοιϊν τὰ σὰ τεύχεα θωρηχθῆναι,
αἴ κ' ἐμὲ σοὶ ἴσκοντες ἀπόσχωνται πολέμοιο
Τρῶες, ἀναπνεύσωσι δ' Ἀρηΐοι υἷες Ἀχαιῶν
τειρόμενοι· ὀλίγη δέ τ' ἀνάπνευσις πολέμοιο.
ῥεῖα δέ κ' ἀκμῆτες κεκμηότας ἄνδρας ἐΰτῃ
ὤσαιμεν προτὶ ἄστυ νεῶν ἄπο καὶ κλισιάων.
Ὣς φάτο λισσόμενος. μέγα νήπιος· ἦ γὰρ ἔμελλεν
οἱ αὐτῷ θάνατόν τε κακὸν καὶ κῆρα λιτέσθαι.

20. (2)

[*Oceanus rebukes Prometheus.*]

Ὁρῶ, Προμηθεῦ, καὶ παραινέσαι γέ σοι
θέλω τὰ λῷστα, καίπερ ὄντι ποικίλῳ.
γίγνωσκε σαυτόν, καὶ μεθάρμοσαι τρόπους
νέους· νέος γὰρ καὶ τύραννος ἐν θεοῖς.
εἰ δ' ὧδε τραχεῖς καὶ τεθηγμένους λόγους
ῥίψεις, ταχ' ἄν σου καὶ μακρὰν ἀνωτέρω
θακῶν κλύοι Ζεύς, ὥστε σοι τὸν νῦν ὄχλον
παρόντα μόχθων παιδιὰν εἶναι δοκεῖν.
ἀλλ' ὦ ταλαίπωρ', ἃς ἔχεις ὀργὰς ἄφες,
ζήτει δὲ τῶνδε πημάτων ἀπαλλαγάς.
ὀρχαῖ' ἴσως σοι φαίνομαι λέγειν τάδε·
τοιαῦτα μέντοι τῆς ἄγαν ὑψηγόρου
γλώσσης, Προμηθεῦ, ταπίχειρα γίγνεται.
σὺ δ' οὐδέπω ταπεινός, οὐδ' εἴκεις κακοῖς,
πρὸς τοῖς παροῦσι δ' ἄλλα προσλαβεῖν θελεις.

20. II. For Greek Prose:—

It was that memorable day, in the first summer of the late war, when our navy engaged the Dutch; a day wherein the two most mighty and best appointed fleets which any age had ever seen, disputed the command of the greater half of the globe, the commerce of nations, and the riches of the universe; while these vast floating bodies, on either side, moved against each other in parallel lines, and our countrymen, under the happy conduct of his royal highness, went breaking, by little

VALUE. and little, into the line of the enemies, the noise of the cannon from both navies reached our ears about the city; so that, all men being alarmed with it, and in a dreadful suspense of the event which they knew was then deciding, every one went following the sound as his fancy led him; and leaving the town almost empty, some took towards the park, some cross the river, others down it; all seeking the noise in the depth of silence.

DRYDEN.

GREEK

HONOURS—SECOND PAPER.

Thursday, 30th June.—2 to 5 P.M.

25. I. Translate:—

(1.) Τοῦ δ' ἐπιγιγνομένου χειμῶνος πρὸς τὴν ἐκ τῆν Σικελίας τῶν Ἀθηναίων μεγάλην κακοπραγίαν εὐθὺς οἱ Ἕλληνες πάντες ἐπηρμένοι ἦσαν, οἱ μὲν μηδετέρων ὄντες ξύμμαχοι ὡς ἦν τις καὶ μὴ παρακαλῇ σφᾶς, οὐκ ἀποστατέον ἔτι τοῦ πολέμου εἴη, ἀλλ' ἐθελοντὶ ἰτέον ἐπὶ τοὺς Ἀθηναίους, νομίσαντες κἂν ἐπὶ σφᾶς ἕκαστοι ἐλθεῖν αὐτοὺς, εἰ τὰ ἐν τῇ Σικελίᾳ κατώρθωσαν, καὶ ἅμα βραχὺν ἔσεσθαι τὸν λοιπὸν πόλεμον, οὗ μετασχεῖν καλὸν εἶναι· οἱ δ' αὖ τῶν Λακεδαιμονίων ξύμμαχοι, ξυμπροθυμηθέντες ἐπὶ πλέον ἢ πρὶν ἀπαλλάξεσθαι διὰ τάχους πολλῆς ταλαιπωρίας. μάλιστα δὲ οἱ τῶν Ἀθηναίων ὑπήκοοι ἑτοῖμοι ἦσαν καὶ παρὰ δύναμιν αὐτῶν ἀφίστασθαι, διὰ τὸ ὀργῶντες κρίνειν τὰ πράγματα, καὶ μηδ' ὑπολείπειν λόγον αὐτοῖς ὡς τό γ' ἐπιὸν θέρος οἷοί τ' ἔσονται περιγενέσθαι. ἡ δὲ τῶν Λακεδαιμονίων πόλις πᾶσί τε τούτοις ἐθάρσει, καὶ μάλιστα ὅτι οἱ ἐκ τῆς Σικελίας αὐτοῖς ξύμμαχοι πολλῇ δυνάμει, κατ' ἀνάγκην ἤδη τοῦ ναυτικοῦ προσγεγενημένου, ἅμα τῷ ἦρι, ὡς εἰκὸς, παρέσεσθαι ἔμελλον.

25. (2.) Καίτοι καὶ περὶ τῆς φωνῆς ἴσως εἰπεῖν ἀνάγκη· πάνυ γὰρ μέγα καὶ ἐπὶ ταύτῃ φρονεῖν αὐτὸν ἀκούω, ὡς καθυποκρινούμενον ὑμᾶς. ἐμοὶ δὲ δοκεῖτε ἀποπώτατον ἁπάντων ἂν ποιῆσαι, εἰ, ὅτε μὲν τὰ Θυέστου καὶ τῶν ἐπὶ Τροίᾳ κακὰ ἠγωνίζετο, ἐξεβάλλετε αὐτὸν καὶ ἐξεσυρίττετε ἐκ τῶν θεάτρων, καὶ μόνον οὐ κατελεύετε οὕτως, ὥστε τελευτῶντα τοῦ τριταγωνιστεῖν ἀποστῆναι, ἐπειδὴ δὲ οὐκ ἐπὶ τῆς σκηνῆς, ἀλλ' ἐν τοῖς κοινοῖς καὶ μεγίστοις τῆς πόλεως πράγμασι μυρί' ἐργαστὰι κακά, τηνικαῦθ' ὡς καλὸν φθέγγομένῳ προσέχοιτε. μηδαμῶς· μηδὲν ὑμεῖς ἀβέλτερον πάθητε, ἀλλὰ λογίζεσθ' ὅτι δεῖ, κήρυκα μὲν ἂν δοκιμάζητε, εὔφωνον σκοπεῖν, πρεσβευτὴν δὲ καὶ τῶν κοινῶν ἀξιοῦντά τι πράττειν, δίκαιον καὶ φρόνημ' ἔχονθ' ὑπὲρ μὲν ὑμῶν μέγα, πρὸς δ' ὑμᾶς ἴσον, ὥσπερ ἐγὼ Φίλιππον μὲν οὐκ ἐθαύμασα, τοὺς δ' αἰχμαλώτους ἐθαύμασα, ἔσωσα, οὐδὲν ὑπεστειλάμην. οὗτος δ' ἐκείνου μὲν προὐκυλινδεῖτο, καὶ τοὺς παιᾶνας ἤδεν, ὑμῶν δ' ὑπερεώρα. ἔτι τοίνυν, ὅταν μὲν ἴδητε δεινότητα ἢ εὐφωνίαν ἤ τι τῶν ἄλλων τῶν τοιούτων ἀγαθῶν ἐπὶ χρηστοῦ καὶ φιλοτίμου γεγενημένον ἀνθρώπου, συγχαίρειν καὶ συνασκεῖν πάντας δεῖ· κοινὸν γὰρ ὑμῖν πᾶσι τοῖς ἄλλοις τοῦτ' ἀγαθὸν γίγνεται· ὅταν δ' ἐπὶ δωροδόκου καὶ πονηροῦ καὶ παντὸς ἥττονος λήμματος, ἀποκλείειν καὶ πικρῶς καὶ ἐναντίως ἀκούειν, ὡς πονηρία δυνάμεως δόξαν εὑρομένη παρ' ὑμῶν ἐπὶ τὴν πόλιν ἐστίν.

30. II. (*a*) Translate with notes on the syntax :—

(1.) Ποῖ τις οὖν φύγῃ;
ποῖ μολὼν μενῶ;

(2.) Δέδοικα μὴ πληγῶν δέει.

(3.) Εἰ μὴ καθέξεις γλῶσσαν, ἔσται σοι κακά.

(4.) Οὐ πρότερον ἐπαύσαντο ἐν ὀργῇ ἔχοντες αὐτόν, πρὶν ἐζημίωσαν χρήμασιν.

(5.) Ἁπλᾶς δὲ λύπας ἐξόν, οὐκ οἴσω διπλᾶς.

(6.) Οὐδὲν ἔτι διοίσει αὐτῷ, ἐὰν μόνον ἔχῃ ὅτῳ διαλέγηται.

(*b*) Translate the following Homeric expressions, commenting on the syntax :—

μετὰ οἵσι φίλοισι, κηρόθι μᾶλλον, ἔρχεσθον κλισίην, βῆ δ' ἴμεναι, καὶ ποτέ τις εἴπῃσι.

(*c*) Distinguish in meaning the following pairs of phrases :—

φυλάττω τὸν κύνα, φυλάττομαι τὸν κύνα: ἄρχω τῶν λόγων, ἄρχομαι τῶν λόγων: λόγους ποιῶ, λόγους ποιοῦμαι: συλλαμβάνω σε, συλλαμβάνω σοι: μετ' αὐτῶν πολεμεῖν, πρὸς αὐτοὺς πολεμεῖν: συνέρχομαί σοι, μετέρχομαί σε.

(*d*) Distinguish according to their accent :—
φόρων, φορῶν : νέων, νεῶν : γράφων, γραφῶν.

(*e*) Give the derivation of the following English words, noting any differences of meaning between the Greek originals and the derivatives : *apothecary, liturgy, prosody, pedagogue, apostasy, theory, colon, parenthesis.*

20. III. Answer any *two* of the following questions :—

(1) Examine Homer's use of *simile.*

(2) Sketch the origin of the Greek drama.

(3) Give an account of any *two* of the following :—Theognis, Cleisthenes, Brasidas, Lysias, Menander, Plutarch.

(4) Illustrate the importance of sea power in Greek history.

(5) Write explanatory notes on the following terms :—προβούλευμα, ἀγὼν τιμητός, ἀντωμοσία, πολέμαρχος, κυρία ἐκκλησία.

FRENCH.

LOWER GRADE.

Friday, 24th June,—10 A.M. to 12.30 P.M.

To secure full marks, the whole of this Paper should be answered.

35. 1. Translate into French :—

On Wednesdays and Saturdays we got out of school at noon and these holidays were the brightest moments of my existence. It rained a good deal during my first six weeks at Rivermouth, and my schoolfellows and myself tried to find some amusement for our holidays.

VALUE.

"Now, boys, what shall we do?" I asked.

"Let us have a theatre," said Binnie Wallace.

"The very thing! But where?" someone else asked.

The long room over the carriage-house(1) was unoccupied; so here the theatre was set up(2).

At the tenth representation my dramatic career was brought to a close by an unfortunate circumstance. We were playing the drama of "William Tell, the Hero of Switzerland." We had reached the scene where Gessler, the tyrant, commands Tell to shoot(3) the apple placed upon his son's head. I was William Tell, but, alas! instead of hitting(4) the apple, the arrow went right into Peter Whitcomb's mouth, which happened to be open at the time.

(1) Carriage-house = *remise.* (2) to set up = *monter.* (3) to shoot = *viser* or *tirer.* (4) to hit = *atteindre.*

20. 2. Traduire en anglais :—

(*a.*) THE INVENTION OF BILLS OF EXCHANGE.

Autrefois un Parisien achetait, je suppose, une maison de campagne à Marseille pour 100,000 francs. Qu'est-ce qu'il faisait ? Il mettait 100,000 francs en écus sur une diligence et les expédiait au vendeur en les faisant escorter de deux gendarmes. En route, les voleurs attaquaient la diligence, tuaient les gendarmes et se partageaient l'argent. On renoyait d'autres gendarmes à la poursuite des voleurs ; on se battait encore ; enfin, les voleurs étaient pris, on les pendait et la société était vengée ; mais avouez que c'était se donner bien de la peine pour acheter une maison de campagne. Un jour, un monsieur qui avait une forte somme à payer à une grande distance, et qui était un homme honorable, s'est dit : "Mais à quoi bon faire porter cette grosse somme à mon créancier qui sera forcé lui-même, s'il la doit à une autre personne, de la faire transporter, et ainsi de suite ? A quoi bon déranger tant de gendarmes et tant de voleurs ? Je vais garder la somme chez moi, et écrire à mon vendeur que je la lui remettrai à sa première réquisition ; s'il a la même somme à payer, il enverra ma lettre à qui de droit, et ma lettre pourra faire le tour du monde, sans que le capital change de place." Ce monsieur avait tout bonnement eu l'idée de la lettre de change, et, à partir de ce jour-là, on a commencé à s'apercevoir que l'argent n'était rien et que le crédit était tout.

10 (*b.*) PRAYER FOR A POOR ORPHAN.

Pourquoi la plainte monotone
Du pauvre enfant sur le chemin ?
Mon Dieu ! fais qu'un passant lui donne
Du pain.

Fais que la troupe familière
Des écoliers l'invite au jeu
Pour ensoleiller sa misère
Un peu !

VALUE.

Fais qu'un père tendre l'appelle
Pour le guider dans le devoir
Et lui rendre, soutien fidèle,
L'espoir !

Oh ! fais qu'il retrouve une mère
Pour le guérir de sa langueur
Et mettre dans sa vie amère
Un cœur !

20. 3. Write from memory a French version of the passage read out.

15. 4. Translate into French :—

(1) I am going home when I get a holiday.

(2) Voltaire, a French writer of the 18th century, visited England more than once.

(3) Get up, you lazy boy, it is half past nine !

(4) English is spoken almost all over the world.

(5) I should have gone to see the match if I had been in Edinburgh.

FRENCH.

LOWER AND HIGHER GRADES.

Friday, 24th June.—10.45 A.M.

This Paper must not be seen by any Candidate.

To be read out twice by the Supervising Officer (or a Teacher) at 10.45 A.M. *The substance of this story is to be reproduced by the Candidates in French from memory. No notes may be made while it is being read.*

Before commencing to read it, the Supervising Officer must write upon the blackboard the title of the story in French as follows : "Les Singes et les Bonnets." *He should also warn the Candidates that they are not to aim at reproducing the passage in all its details, and in the same words or order of words as the original. What is desired is that they should attempt to relate the story in French, in their own way. Great importance is attached to grammatical correctness, and full credit will be given for idiomatic phraseology.*

A sailor once went ashore on the coast of South America, having with him a number of red woollen caps for sale. At noon, as the sun was right overhead, the sailor lay down to rest under the shade of a large tree. Taking one of the caps out of his bundle, he put it on his head, and almost immediately fell fast asleep.

When he awoke he found that the caps were all gone ! Looking up he saw the trees alive with troops of monkeys, and on the head of each monkey was a red woollen cap !

VALUE.

He shouted and threw stones at them. Finding every attempt to recover his cap fruitless, he pulled off the one which he had put on his head, and threw it on the ground, crying out, "Here, you little thieves, if you *will* keep the rest, you may take this one too!"

No sooner had he done this, than, to his great surprise, the monkeys all at once did the same. Each snatched the cap from his head and threw it on the ground!

FRENCH.

HIGHER GRADE.

Friday, 24th June.—10 A.M. to 1 P.M.

Candidates must answer ALL *the questions in Section I., and* ONE *question* ONLY *in Section II.*

The greatest possible attention should be paid to correctness of style both in French and in English.

SECTION I.

30. 1. Translate into French:—

Dr. Johnson had for many years given me hopes that we should go together and visit the Hebrides. Martin's Account of those islands had suggested to us that we might there contemplate a system of life almost totally different from what we had been accustomed to see; and to find simplicity and wildness so near to our native country was an object within the reach of reasonable curiosity. Dr. Johnson has said in his "Journey" that he scarcely remembered how the wish to visit the Hebrides was excited; but he told me, in 1763, that his father put Martin's account into his hands when he was very young, and that he was much pleased with it. We realised that there would be some difficulties to face, and perhaps a little danger, but these we were convinced had been much exaggerated. When I was in Switzerland, in 1764, I mentioned our design to Voltaire. He looked at me, as if I had talked of going to the North Pole, and said, "You do not insist on my accompanying you?" "No, Sir." "Then I am very willing you should go."

20 2. Traduire en Anglais:—

(*a.*) Il avait été méchant toute la journeé, plus méchant que jamais! jusqu'à me donner une poupée, figure-toi. Oh! j'étais si humiliée, et si furieuse aussi, qu'à la fin, je me suis revoltée. Oui, je lui ai fait des reproches, j'ai pleuré. . . . Je ne me rappelle plus ce que je lui ai dit, mais c'était très dur, je t'assure; j'ai été méchante à mon tour, et je le voulais! Comment ai-je osé lui dire tout cela, par exemple, je n'en sais rien. Mais j'allais, *j'allais*! . . . C'était plus fort que moi. J'étais poussée par le désir, oh! mais un désir furieux, qu'il me regarde, qu'il m'écoute, par le besoin d'être quelqu'un pour lui, quelqu'un qui l'étonne, qui le blesse, qui l'irrite même, mais quelqu'un enfin, et non la pensionnaire idiote qu'il croyait connaître. Et puis,

VALUE.

peu à peu, la peur m'est revenue, une peur folle qu'il ne se fâche, qu'il ne m'en veuille, qu'il ne me revoie plus, que ce soit fini ; et alors, tout d'un coup, j'ai vu clair en moi, j'ai vu qu'il pouvait tout sur moi, et que je lui appartenais, j'ai vu que ma colère était de l'amour, mon trouble, de l'amour, ma peur, de l'amour, j'ai vu . . . j'ai vu que je l'aimais enfin.

15. (*b.*) L'aigle de la montagne un jour dit au soleil :
"Pourquoi luire plus bas que ce sommet vermeil ?
A quoi sert d'éclairer ces prés, ces gorges sombres,
De salir tes rayons sur l'herbe dans ces ombres ?
La mousse imperceptible est indigne de toi ! "
" Oiseau ! " dit le soleil, " viens et monte avec moi ! "
L'aigle, avec le rayon s'élevant dans la nue,
Vit la montagne fondre et baisser à sa vue.
Et quand it eut atteint son horizon nouveau,
A son œil confondu tout parut de niveau.
" Eh bien ! " dit le soleil, tu vois, oiseau superbe,
Si, pour moi, la montagne est plus haute que l'herbe ?
Rien n'est grand ni petit devant mes yeux géants :
La goutte d'eau me peint comme les océans :
De tout ce qui me voit je suis l'astre et la vie.
Comme le cèdre altier, l'herbe me glorifie :
J'y chauffe la fourmi ; des nuits j'y bois les pleurs,
Mon rayon s'y parfume en traînant sur les fleurs."

15. 3. Write from memory a French version of the passage read out.

10. 4. Translate into French :—

(*a.*) Many preach charity, but few practise it.

(*b.*) Do you think an Englishman can ever learn to pronounce French well ?

(*c.*) Do you know anyone who is really happy ?

(*d.*) It would be better to stay here, but I must go away.

(*e.*) She never does what she ought to do.

SECTION II.

(*Only* ONE *question to be attempted.*)

10. (*a.*) Décrivez, en français, la maison que vous habitez ou bien l'école que vous fréquentez.

(*b.*) Ecrivez une lettre à un ami français, l'invitant à passer chez vous les vacances prochaines.

(*c.*) Give the chief classes of exception to the general rule that the French follows the Latin gender. Give an account for the genders of *art, arbre, doute, joie, été, fleur, chou-fleur.*

(*d.*) Account for the irregularities of verbs in *-ir.* Take as instances *tenir, courir, mourir, cueillir.*

VALUE.

FRENCH.

HONOURS—FIRST PAPER.

Friday, 24th June.—10 A.M. to 1 P.M.

45. 1. Translate into French :—

Considered as an administrator, Frederic had undoubtedly many titles to praise. Order was strictly maintained throughout his dominions. Property was secure. A great liberty of speaking and writing was allowed. Confident in the irresistible strength derived from a great army, the King looked down on malcontents and libellers with a wise disdain, and gave little encouragement to spies and informers. When he was told of the disaffection of one of his subjects, he merely asked, "How many thousand men can he bring into the field?" He once saw a crowd staring at something on a wall. He rode up and found that the object of curiosity was a scurrilous placard against himself. The placard had been posted up so high that it was not easy to read it. Frederic ordered his attendants to take it down and put it lower. "My people and I," he said, "have come to an agreement which satisfies us both. They are to say what they please, and I am to do what I please." No person would have dared to publish in London satires on George the Second approaching to the atrocity of those satires on Frederic, which the booksellers at Berlin sold with impunity. One bookseller sent to the palace a copy of the most stinging lampoon that perhaps was ever written in the world, the Memoirs of Voltaire, published by Beaumarchais, and asked for His Majesty's orders. "Do not advertise it in an offensive manner," said the King; "but sell it by all means. I hope it will pay you well."

30. 2. For a French Essay :—

Either (*a.*) A letter to a French friend maintaining the superiority of Burns as a poet to La Fontaine and Béranger.

Or (*b.*) The meaning and applications of the republican watchword, *Liberté, égalité, fraternité.*

Or (*c.*) Your favourite historical character : a short sketch of his (or her) life, and a statement of the reasons for your admiration.

VALUE.

FRENCH.

HONOURS—SECOND PAPER.

Thursday, 30th June.—10 A.M. to 1 P.M.

Candidates should answer the whole of Section I., and ONE (*but not more than* ONE) *of the questions in Section II.*

SECTION I.

20. 1. Translate into English:—

(*a.*) Les trompettes sonnaient, la masse s'ébranla, d'abord au trot. Prosper se trouvait au premier rang, mais presque à l'extrémité de l'aile droite. Le grand danger est au centre, où le tir de l'ennemi s'acharne d'instinct. Lorsqu'on fut sur la crête du Calvaire et que l'on commença à descendre de l'autre côté, vers la vaste plaine, il aperçut très nettement, à un millier de mètres, les carrés prussiens sur lesquels on les jetait. D'ailleurs il trottait comme dans un rêve, il avait une légèreté, un flottement d'être endormi, un vide extraordinaire de cervelle qui le laissait sans une idée. C'était la machine qui allait, sous une impulsion irrésistible. On répétait: 'Sentez la botte! sentez la botte!' pour serrer les rangs le plus possible et leur donner une résistance de granit. Puis, à mesure que le trot s'accélérait, se changeait en galop enragé, les chasseurs d'Afrique poussaient à la mode arabe des cris sauvages qui affolaient leurs montures. Bientôt ce fut une course diabolique, un train d'enfer, ce furieux galop, ces hurlements féroces, que le crépitement des balles accompagnait d'un bruit de grêle, en tapant sur le métal, les gamelles, les bidons, le cuivre des uniformes et des harnais. Dans cette grêle passait l'ouragan de vent et de foudre dont le sol tremblait, laissant au soleil une odeur de laine brûlée et de fauves en sueur.

15. (*b.*) Lorsque je serai mort, oh! je vous en convie,
Si vous vous rappelez une heure de ma vie,
Amis, où d'amitié j'aie oublié la loi,—
Oubliez-moi.

Mais si quelqu'un de vous, entonnant ma louange,
Vient à dire: Il n'est plus, celui dont l'âme étrange
Parfois, pour consoler, avait des mots si doux,—
Souvenez-vous.

Si l'on vous dit: C'était un bizarre égoïste,
Un damné misanthrope, un pédagogue triste,
Pas plus qu'en son génie, en quelque autre il n'eut foi,—
Oubliez-moi.

Mais s'il en est un seul, qui, creusant mon histoire
Vous dise: O mes amis, respectons sa mémoire:
Quand nous avions raison, se moquait-il de nous?—
Souvenez-vous.

Si jamais quelque Hamlet, heurtant mes os livides,
Dit: Hélas! Yorick, pauvre crâne aux yeux vides!
Tu sonnais toujours creux quand on frappait sur toi,—
Oubliez-moi.

VALUE

VALUE.

Si quelque autre, arrêtant le pied qui me condamne,
Dit : Vous ne savez pas ce qui fut dans ce crâne ;
Dieu cache la sagesse aux cervelles des fous,—
Souvenez-vous. 10.

14. 2. Translate the following, adding brief notes (in English or in French) on points of syntax, on differences between French and English idiom, or on any archaisms that occur :—

(*a.*) Alors on a envoyé chercher le médecin, il l'a fait mettre au lit, et il ne la quitte pas.

(*b.*) A. Non.....j'ai tort de vous dire.....mon mari possède un travers affreux.

B. Se livrerait-il aux alcools ?
A. Non.....mais il aime, il adore, il idolâtre les chevaux.

(*c.*) Ses larmes n'auront plus de main qui les essuie ;
Et ses cris innocents, portés jusques aux dieux,
Iront contre sa mère irriter ses aïeux.

(*d.*) Vraiment vous me donnez un conseil salutaire
Et devant qu'il soit peu je veux en profiter.

(*e.*) Mais j'aurai trop de force ayant assez de cœur ;
A qui venge son père il n'est rien impossible.

(*f.*) Vous n'avez qu'une fille et moi je n'ai qu'un fils,
Leur hymen nous peut rendre à jamais plus qu'amis :
Faites-nous cette grâce, et l'acceptez pour gendre.

(*g.*) Elle va prendre le plumeau, se met à cheval dessus, et galope à travers la chambre.

(*h.*) Par précaution, le commandant avait voulu que les canotiers qui me mèneraient fussent armés et restassent là, tout le temps, avec moi.

(*i.*) Quand nous eûmes déjeuné tous deux dans l'auberge la plus comme il faut, nous trouvâmes que la matinée d'hiver avait fait place à une belle journée de mai.

(*j.*) Ayant tous attaché sur leurs épaules leur mouchoir, qu'ils venaient de laver, ils restaient gravement le dos au soleil pour le faire sécher.

11. 3. Translate into French :—

(*a.*) It is of no use for you to complain of having been unjustly reprimanded. You ought not to have left your posts, even if you had been ordered to do so.

(*b.*) It was very kind of you to think of me, but I have already more than I need. You had better go now ; there is a gentleman waiting for you.

(*c.*) Will you get me three francs worth of stamps next time you are at the post office ?

VALUE.

SECTION II.

4. Explain how it is that many of the commonest Latin words are not represented in French, for instance, *bellum* (war) *virum* (man), *amnem* (river), *parum* (little), *apem* (bee). Give the actual French equivalents for the examples quoted, and explain their formation.

15. 5. Translate the following passage into modern French, adhering as closely to the original as is consistent with modern usage:

Ceste chose fu emprise et atiriee a passer le jour de quaresme prenant, a la quel journee nous venimes au gué le Bedouïn. Aussi come l'aube deu jour aparoit, nous nous atirames de tous poins, et quant nous fumes atirié, nous en alames ou flun, et furent nostre cheval a nou. Quant nous fumes alé jusques en mi le flun, si trouvames terre, la ou nostre cheval prirerent pié; et seur la rive deu flun trouvames bien trois cens Sarrazins tous montés seur leur chevaus. Lors dis j'a ma gent: "Seigneur, ne regardés qu'a main destre, et non mie a main senestre, pour ce que chascuns i tire, les rives sont mouilliees, et li cheval leur chieent seur les cors et les noient."

JOINVILLE.

6. Translate into French:—

(*a.*) You can easily guess by his accent that he was born on the wrong side of the Tweed.

(*b.*) One would imagine oneself in the fifteenth century; everything looks so mediæval.

(*c.*) "If it were done when 'tis done, then 'twere well
It were done quickly."

(*d.*) "He was a man, take him for all in all,
I shall not look upon his like again."

COMMERCIAL FRENCH.

Wednesday, 29th June.—2 to 3.30 P.M.

The whole of this Paper should be answered.

25. 1. Translate into English:—

Buénos Ayres, le 2 Mars 1904.

Messieurs Delacroix et Cie.,
Anvers.

J'ai l'avantage de vous informer que je vous ai expédié par le navire "Réaumur," qui va mettre à la voile aujourd'hui à destination de votre port:—

100 balles laine,
50 sacs café,
400 peaux d' agneau,

dont vous trouverez ci-inclus les connaissements et la police d'assurance.

VALUE.

Veuillez faire le placement de ces marchandises au mieux de mes intérêts. Selon les dernières nouvelles, les cafés et les laines réalisaient de bons prix sur votre place. J'ai l'espoir qu'il en sera encore de même à l'arrivée de l'envoi dont il s'agit.

Sous la date d'hier j'ai fourni sur vous une traite de

Frs. 5,500, ordre X. et Cie., à 30 jours de vue, que je recommande à votre bon accueil.

Je vous prie de vouloir bien m'expédier par le premier navire en partance pour cette ville.

10 pièces indienne, dessins variés, qualité et genre de l'échantillon ci-joint,

100 kilos. fil de chanvre écru,
20 balles lin de Flandre blanc.
20 barriques vin de Bordeaux.

Je m'en remets á vos bons soins accoutumés pour l'exécution de cet ordre

Agréez, Messieurs, mes salutations bien cordiales

A. LEBLANC.

25. 2. Reply in French to the above letter, acknowledging receipt of the documents, and saying that you take note of the shipment and that, upon the arrival of the vessel, you will do your best to obtain good prices for the goods; as regards the wool, however, your market is overstocked at present. Add that you have duly noted the draft, which will be honoured by you upon presentation, and, with regard to the order given in the letter, you will not fail to ship, by first opportunity, the goods asked for.

10. 3 (*a.*) Give the French equivalent of the following articles of commerce:—*Pig-iron, wrought-iron, tinplate, hardware, hides, lace, worsted yarns, chemical products.*

(*b.*) Give the English equivalent of the following French commercial terms:—*cabotage, expédition en douane, camionnage, règlement d'avaries, taux d'escompte, courtage, relevé de compte, billet de complaisance.*

Either

24. 4. Translate the following market report:—

Paris, le 7 Mars 1904.

Blés.—Au début les affaires sont assez animées, mais la tendance est calme, bien que les cours indiquent une légère dépréciation dans quelques cas. Pendant la séance on reste calme pour finir de même avec des vendeurs aux cours acheteurs de samedi pour le livrable, tandis que le courant est en baisse de 20 centimes.

Huile de lin.—Rapproché lourd, éloigné calme; affaires des plus restreintes. On cote courant 47·25 à 47·50, avril 48, juillet/août 50 vendeurs.

Spiritueux.—On ouvre raide et en hausse de 50 cent. à 1 fr. pour le livrable, mais, en clôture, on est plus calme avec une perte de 25 cent. sur les cours du début.

VALUE.

Sucres.—Tendance ferme pendant toute la séance et on signale une hausse de 25 cent. La circulation est de 2,000 sacs contre 1,850 samedi. Bon courant d'affaires ; la fermeté est due à celle du dehors, ainsi qu'à des rachats du découvert.

Or (instead of question 4)

5. (*a.*) Translate into English the following sentences :—
   (1.) Nous sommes en chômage depuis 15 jours, tous nos ouvriers s'étant mis en grève.
   (2.) Le vapeur à hélice "Guillaume," jaugeant 1,200 tonneaux, vient de sortir des chantiers.
   (3.) Notre maison se charge d'affaires de banque et de recouvrements.
   (4.) Ne manquez pas de nous fournir provision avant l'échéance de vos traites.

(*b.*) Translate into French :—
   (1.) The vessel is loading here for Mediterranean ports.
   (2.) The goods have been sold on joint account of our friends and ourselves.
   (3.) The business is done through our London agents.
   (4.) Sixty days after sight of this bill of exchange pay to the order of Messrs. X. & Co. the sum of 10,000 francs value received, which place to account as per advice.

GERMAN.

LOWER GRADE.

Thursday, 23rd June.—2 to 4.30 P.M.

To secure full marks, the whole of this Paper should be answered, and the German script used, at least in the passage for composition 2 (b.).

SECTION I.—TRANSLATION AND COMPOSITION.

13.

SECTION I.—TRANSLATION AND COMPOSITION.

1. Translate into English :—

(*a.*) Es war ein rauher Herbſtabend. Der Nordwind ſtrich über die leeren Felder und brauſte in den Bäumen des Waldes. Die gelben Blätter fielen ſchon zur Erde oder wurden vom Wind weithin in die Lüfte getrieben. Der Himmel war mit grauen Wolken bedeckt, und kein Stern leuchtete dem Wandrer, der mit ſchnellen Schritten daher kam. Er mußte den Weg gut kennen, denn das ſchärfſte Auge hätte denſelben jetzt nicht finden können. Auch das niedrige Forſthaus war nicht leicht zu erkennen, und kein Lichtſtrahl drang durch die feſt geſchloſſenen Fenſterläden. Der Förſter war erſt vor kurzem, von Regen durchnäßt, heimgekommen und rauchte jetzt ſeine Pfeife im Lehnſtuhl am warmen Ofen. Seine junge Frau ſaß bei ihm und plauderte mit ihm von vergangenen Tagen, während ihr Kindchen ruhig in der Wiege ſchlummerte. Plötzlich pochte es laut an die Hausthür. „Wer mag das ſein?" fuhr die Förſterin erſchrocken auf. Der Förſter ſtand auf, ging zur Tür und, auf den dunklen Flur tretend, rief er: „Wer iſt da?"—„Ich," antwortete eine Stimme, die er ſogleich erkannte. Er riß die Tür auf und, dem Eintretenden die Hand reichend, ſagte er: „Du, Heinrich, noch ſo ſpät?"—„Wollt ihr einem Unglücklichen ein Nachtquartier gewähren?" fragte dieſer, zögernd in der offenen Stubentür ſtehen bleibend.—„Um Gottes willen, was iſt geſchehen?" riefen Mann und Frau wie aus einem Munde, als ihm der Schein der Lampe in das bleiche Geſicht fiel.

Nach W. Oertel.

12. (*b.*)

Weihnacht im Försterhaus.

Im Forsthaus glänzt der Tannenbaum
In strahlend bunter Lichterpracht;
Es schimmert wie ein luft'ger Traum
Weit in die klare Winternacht.

Im hellen Stübchen warm und lind,
Wo Schaukelpferd und Trommel stehn,
Da tanzt und singt des Försters Kind:
„Wie ist der Winter doch so schön!"

Doch draußen pocht ans Fensterlein
Ein Knabe, halb von Frost erstarrt,
Er fleht und bittet: „Laßt mich ein!
Wie ist der Winter doch so hart!"

R. Ohrenberg.

10. 2. (*a.*) Write out from memory a German version of the passage read out.

30. (*b.*) Translate into German :—

A poor labourer who worked in the wood had an only daughter who was eight years old. The little girl was liked by all the people in the village, who always called her Pretty Mary. In the forenoon she went to the village school ; but when she came home, her mother gave her her father's dinner to take into the wood. The merry little thing had no greater pleasure than this daily walk. When she had left her father one fine day, she saw so many pretty flowers and ripe berries on every side that she lost her way. Her mother thought she would return with her father, as she often did ; but what was their fright and anxiety when it became night and she had not come back ! Now they had a little dog with whom Mary liked to play. What do you think that he did ? When he saw that she had remained in the wood, he ran out of the house and brought her back in the middle of the night.

SECTION II.—GRAMMAR.

5. 3. Give the nominative and genitive singular, and the nominative plural, with the definite article, of the German of *any ten* of these words :—roof, fault, body, plate, coal, tooth, egg, brook, pain, wound, watch, knight, joke, bridge.

5. 4. (*a.*) Third person singular of present, imperfect, and perfect indicative active of dürfen, verlesen, hinfallen, sich begeben, tun.

(*b.*) *Familiar* 2nd person singular of imperfect indicative active, of imperative active, and of perfect indicative passive of treffen, kennen, treten, verderben, hinauswerfen.

5. 5. What do you understand by the terms *strong* and *weak* conjugation ? Exemplify your definition by the respective forms of the German for *to hear, to sing, to come, to ask, to answer.*

6. Translate into German:—

(*a.*) Nobody was in the room with me except my youngest brother.

(*b.*) This boy is often punished by his teacher on account of his laziness.

(*c.*) On our journey to Switzerland we passed (*say*, came) through many fine towns.

(*d.*) The old man never goes out of the house without his umbrella.

(*e.*) The German poet Richter, usually called Jean Paul, was born at Wunsiedel, on the 21st January 1763. (*The numbers to be written out in words.*)

GERMAN.

LOWER AND HIGHER GRADES.

Thursday, 23rd June.—2.45 P.M.

This Paper must not be seen by any Candidate.

To be read out twice by the Supervising Officer (or a Teacher) at 2.45 P.M. *The substance of this story is to be reproduced by the candidates in German from memory. No notes may be made while it is being read.*

Before it is actually read, the Supervising Officer should explain that candidates are not to aim at reproducing the passage in all its details, and in the same words or order of words as the original. They should attempt to tell the story in German in their own way. Grammatical accuracy is considered very important, and special value is attached to anything that shows a knowledge of idiomatic German.

A farmer near Potsdam, where the King of Prussia usually resides, had in his garden a tree from which he got most beautiful pears. The queen, on one of her drives, having tasted and admired the fruit, the farmer brought every year a basketful to the castle as a present to the king and queen. On one occasion he was led by a servant to a summer-house where the royal couple were sitting and talking together. As soon as they saw the fine pears, each of them took one and began to eat it.—"Won't you take one too?" asked the queen. The farmer took one, and then drew out his pocket-knife and carefully peeled it. "We like to eat them as they are, they are so fine," remarked the queen. "Yes," replied the honest rustic, "but on the way one of them fell into the mud, and I don't know now which it was."

VALUE.

GERMAN.

HIGHER GRADE.

Thursday, 23rd June.—2 to 5 P.M.

The whole of this Paper should be answered, and the German script used at least in the passage for translation into German, 2 (b.).

SECTION I.—TRANSLATION AND COMPOSITION.

18.

1. Translate into English:—

(*a.*) Das Dorf lag still, wie ausgestorben; die Leute waren meist auf dem Felde beschäftigt, nur eine Schar Kinder spielte, unbekümmert um die Sonnenglut, auf der breiten Dorfgasse. Da klang von fernher das Rollen eines Wagens, und gleich darauf kam ein leichtes Jagdfuhrwerk hinter der Waldecke zum Vorschein. Der Kutscher saß auf dem hinteren Sitz, während der Herr selbst die mutigen Rosse lenkte; er erblickte die spielenden Kinder, schien aber zu erwarten, daß auch sie ihn sehen und sich zu rechter Zeit davon machen würden, denn er fuhr im schärfsten Trabe mitten durchs Dorf, obwohl ein Ausweichen auf dem breiten Wege nicht schwer gewesen wäre. In der Tat stob die kleine Schar eiligst nach rechts und links auseinander; nur ein kleiner Knabe von etwa zwei Jahren blieb ruhig sitzen, und erst als der laute Zuruf der anderen Kinder ihn aufscheuchte, machte er den Versuch aufzustehen; aber bestürzt und des Laufens noch ungewohnt, strauchelte er schon beim ersten Schritt und fiel dicht vor den Pferden nieder. Der Führer des Wagens zog zwar sofort die Zügel an, aber die feurigen Tiere drängten noch einige Schritte vorwärts, und der Knabe schien verloren. Da plötzlich flog ein junges Mädchen herbei, riß mit blitzschneller Bewegung das Kind, fast unter den Hufen der Pferde weg, in ihre Arme und sprang mit ihm seitwärts. Es war die höchste Zeit gewesen, denn unmittelbar darauf standen die Tiere, aber ihre Hufe stampften den Ort, wo der Kleine gelegen hatte, der jetzt, da er gerettet war, in ein klägliches Geschrei ausbrach. Graf Arnau gab die Zügel in die Hand des Kutschers, sprang vom Wagen und näherte sich den beiden.

„Hat jemand Schaden genommen?" fragte er hastig.

„Ich nicht, aber das Kind —"

Ohne ein Wort weiter zu verlieren, nahm der Graf den Kleinen aus ihren Armen, besah und befühlte ihn von allen Seiten und überzeugte sich bald, daß er nicht die geringste Verletzung davongetragen hatte.

„Es ist nichts," sagte er ruhig; „er war nur erschrocken; gib dich zufrieden Schreihals, du bist noch glücklich genug davongekommen."

12 E. Werner.

(*b*) Wo wild der Bergstrom durch die Tannen schäumt,
Irrt' unbekümmert ich um Weg und Zeit;
Da stand ein grauer Turm wie hingeträumt
In ungebrochne Waldeseinsamkeit.
Ich sah mich um und frug: „Wie heißt das Schloß?"
Ein bucklig Mütterlein, das Kräuter brach.
Da murrte sie, die jedes Wort verdroß:
„Frag-mir-nicht-nach."

VALUE.

Ich ſchritt hinan; im Hof ein Brünnlein ſcholl;
Durch den verwachſ'nen Torweg drang ich ein;
Ein dünnes, kühles Rieſeln überquoll
Auf einer Gruft den ſchwarzbemooſten Stein.
Ich beugte mich nach des Verſcholl'nen Spur,
Entziffernd, was des Steines Inſchrift ſprach:—
Nicht Zahl, nicht Namen,—ein Begehren nur:
„Frag' mir nicht nach!"

Conrad Ferdinand Meyer.

15 2. (*a.*) Write from memory a German version of the passage read out.

(*b.*) Translate into German:—

30. An Indian story tells of an old king who had a beautiful young wife, and offered a high reward if anyone would make him young again. A strange physician who had heard of this came and assured the king that he could do this, if he would stay with him alone in an underground chamber for six months, living solely on food which he would prepare for him. No one was more delighted than the foolish monarch. When the two had thus lived together for some weeks, the wicked man gave the king poison, and threw the corpse into an old well. He then procured a young man who looked somewhat like the dead king, and made him acquainted with all the circumstances of the king's life and the royal household. In the sixth month he allowed people about the court day after day to come to the door of the secret room and witness from the distance the king's gradual change of look. At last he led the young queen herself down, opened the door, and, taking her up to the would-be king, said, "Behold, gracious lady, your noble husband young again, and worthy of your divine beauty."

SECTION II.

5. 3. (*a.*) 3rd person singular of present and perfect indicative, and of imperfect subjunctive of verſenden, überfahren, bewegen (double forms in some tenses), abhauen, ſich entſchließen.

(*b.*) *Familiar* 2nd person singular of imperfect indicative, and of imperative; and the infinitive with zu, of befehlen, durchſehen, übernehmen, erſchrecken (double forms), ſich behelfen.

5. 4. Mention nouns (with the definite article and meaning) connected with *any ten* of these verbs:—treten, brennen, kennen, heilen, jagen, ſtechen, ſtehlen, glühen, finden, hindern, herrſchen, meſſen, mögen, werfen, leiten.

5. Show, by examples, what German letters correspond regularly to the English dentals *t*, *th*, *d*, as initial, medial, and final letters of words.

6. Translate into German:—

10. (*a.*) You ought not to have believed what he told you about this matter.

(*b.*) When the wretched man was caught near the place he said he had not done it.

(*c.*) Though they asserted that they had seen the sea-serpent, I think they were mistaken.

(*d.*) Would you have given me a glass of water if I had asked you for it?

(*e.*) Many brave men have lost their lives on the battlefield for their country.

VALUE.

GERMAN.

HONOURS.—FIRST PAPER.

Thursday, 23rd June.—2 to 5 P.M.

The whole of this Paper should be answered, and the German script used, at least in the passage for composition, I.

45. I. Translate into German:—

That night Charles Darnay sat up late, and wrote two fervent letters; one was to his wife, explaining the strong obligation he was under to go to Paris, and showing her at length the reasons that he had for feeling confident that he would become involved in no personal danger there; the other was to the Doctor, confiding Lucie and their dear child to his care, and dwelling on the same topics with the strongest assurances. To both he wrote that he would despatch letters, in proof of his safety, immediately after his arrival. It was a hard day, that day of being among them, with the first reservation of their joint lives on his mind. It was a hard matter to preserve the innocent deceit of which they were profoundly unsuspicious. But an affectionate glance at his wife, so happy and busy, made him resolute not to tell her what impended, though he had been half moved to do it, and the day passed quickly. Early in the evening he embraced her and her scarcely less dear namesake, pretending that he would return by-and-by, and so he emerged into the heavy mist of the heavy streets, with a heavier heart. The unseen force was drawing him fast to itself now, and all the tides and winds were setting straight and strong towards it. He left his two letters with a trusty porter to be delivered half-an-hour before midnight and no sooner; took horses for Dover, and began his journey. "For the love of Heaven, of justice, of generosity, of the honour of your noble name!" was the poor prisoner's cry with which Charles strengthened his sinking heart, as he left all that was dear on earth behind him, and floated away for the Loadstone Rock.

CHARLES DICKENS, "A Tale of Two Cities."

30. II Write a German essay on one of the following subjects:—

1. Meine Lieblings-Beschäftigungen.
2. Wilhelm Tell.
3. Robert Bruce.

VALUE.

GERMAN.

HONOURS.—SECOND PAPER.

Monday, 27th June.—2 to 5 P.M.

The whole of this Paper should be answered.

SECTION I.—TRANSLATION.

15. 1. Translate into English:—

(*a.*) Zur Zeit des Ablebens des Königs befand sich der Kronprinz Gustav in Paris. Er faßte alsbald den Plan, die schwedische Verfassung umzustürzen, und empfing vom französischen Hofe Mittel und Rat dafür, leistete aber dennoch den Eid auf die bestehende Ordnung. Die Zwietracht des übermütigen Adels, der Haß des rechtlosen Volkes gegen die herrschende Oligarchie, und die traurige Lage des Landes bestärkte indes den jungen, in der Kunst der Verstellung geübten Monarchen in dem Vorsatz, der Krone ihre frühere Macht wieder zu geben. Bald nach seiner kostspieligen, pomphaften Krönung kündigte in Christianstadt verabredetermaßen ein Hauptmann mit seiner Mannschaft den versammelten Ständen den Gehorsam auf, und während diese Anstalten trafen, die Vermessenheit zu bestrafen, glückte es dem ritterlichen König, durch eine wohlgesetzte Rede die in der Hauptstadt liegenden Garden zu gewinnen und zu einem Eide, der sie nur ihm verpflichtete, zu bewegen. Unter diesen Umständen blieb dem Reichstag nichts übrig, als die vom König vorgelegte Verfassung anzunehmen, zumal das Sitzungshaus mit Truppen und Geschütz umstellt war.

G. Weber, Weltgeschichte.

15 (*b.*) Wer wird leugnen, daß diese Personen unsern ganzen Jammer verdienen? Aber ist dieser Jammer, der mich mit Schaudern an die Schicksale der Menschen denken läßt, dem Murren wider die Vorsehung sich zugesellt, und Verzweiflung von weitem nachschleicht, ist dieser Jammer—ich will nicht fragen, Mitleid?—Er heiße, wie er wolle—Aber ist er das, was eine nachahmende Kunst erwecken sollte? Man sage nicht: erweckt ihn doch die Geschichte, gründet er sich doch auf etwas, das wirklich geschehen ist. —Das wirklich geschehen ist? es sey: so wird es seinen guten Grund in dem ewigen, unendlichen Zusammenhange aller Dinge haben. In diesem ist Weisheit und Güte, was uns in den wenigen Gliedern, die der Dichter herausnimmt, blindes Geschick und Grausamkeit scheint. Aus diesen wenigen Gliedern sollte er ein Ganzes machen, das völlig sich rundet, wo eines aus dem andern sich völlig erklärt, wo keine Schwierigkeit aufstößt, derentwegen wir die Befriedigung nicht in seinem Plane finden, sondern sie außer ihm, in dem allgemeinen Plane der Dinge suchen müssen; das Ganze dieses sterblichen Schöpfers sollte ein Schattenriß von dem Ganzen des ewigen Schöpfers seyn, sollte uns an den Gedanken gewöhnen, wie sich in ihm alles zum Besten auflöse, werde es auch in jenem geschehen; und er vergißt diese seine edelste Bestimmung so sehr, daß er die unbegreiflichen Wege der Vorsicht mit in seinen kleinen Zirkel flicht und geflissentlich unsern Schauder darüber erregt? O verschonet uns damit, ihr, die ihr unser Herz in eurer Gewalt habt!

Lessing, Hamburgische Dramaturgie.

15. (c.)

Mir gefällt er ſchon.
Es iſt ein munterer, kecker, wohlgebildeter,
Wie unter Griechen wenig, ein verſtändiger Mann.
Man ſchilt das Volk Barbaren, doch ich dächte nicht,
Daß grauſam einer wäre, wie vor Ilios
Gar mancher Held ſich menſchenfreſſeriſch erwies.
Ich acht' auf ſeine Großheit, ihm vertraut' ich mich.
Und ſeine Burg! die ſolltet ihr mit Augen ſehn!
Das iſt was anderes gegen plumpes Mauerwerk,
Das eure Väter, mir nichts dir nichts, aufgewälzt,
Cyklopiſch wie Cyklopen, rohen Stein ſogleich
Auf rohe Steine ſtürzend; dort hingegen, dort
Iſt alles ſenk- und wagerecht und regelhaft.
Von außen ſchaut ſie! himmelan ſie ſtrebt empor,
So ſtarr, ſo wohl in Fugen, ſpiegelglatt wie Stahl.
Zu klettern hier—ja ſelbſt der Gedanke gleitet ab.
Und innen großer Höfe Raumgelaſſe, rings
Mit Baulichkeit umgeben aller Art und Zweck.
Da ſeht ihr Säulen, Säulchen, Bogen, Bögelchen,
Altane, Galerien, zu ſchauen aus und ein,
Und Wappen.

Goethe, Fauſt (Zweiter Teil).

SECTION II.

5 2. Frame appropriate sentences (with the English translation) to show how the following verbs change their meanings according as they are conjugated with haben or with ſein:—umgehen, übertreten, durchreiſen, überfahren, unterſtehen (*reflexive* with one of the auxiliary verbs).

5 3. Give *five* words (with the definite article) in -nis, corresponding in meaning to five of these:—*funeral, obstacle, permission, want, wilderness, savings, testimony, drought;* and *five* others (with the definite article) in -mut, corresponding to five of these:—gentleness, superciliousness, melancholy, grace, magnanimity, candour, wantonness, generosity.

5. 4. The reflexive verbs ſich verſtehen, ſich verſehen, ſich freuen, ſich verpflichten, ſich ſtürzen, ſich verwahren, ſich vertröſten, have two different meanings according to the different prepositions with which they are construed. Illustrate this difference of meaning in five of them.

5. 5. By means of inseparable prefixes form derivative verbs (with their meanings) from *any ten* of these words:—Stück, ſanft, müde, Herberge, Feſſel, warm, kühn, wüſt, Schuld, Kohle, weit, Stein, krank.

10. 6. Translate with special attention to the words *italicised*:—

(*a.*) Have you ever *seen Hamlet acted* by any of the great actors of the day?

(*b.*) It never came *into her* head that her daughter had attracted the count's attentions.

(*c.*) *I was greatly flattered* by *his referring* in such glowing terms to my work.

(*d.*) In the interest of truth, I could not *help telling* him that he was in the wrong.

(*e.*) *Without giving* them warning, the landlord *had the people ejected* from their houses.

VALUE.

COMMERCIAL GERMAN.

Wednesday, 29th June.—4 to 5.30 P.M.

The whole of this Paper should be answered.

20. 1. Translate into English:—

London, den 25. Oktober 1890.

Herren Müller u. Co.,
Bombay.

Wir nehmen Bezug auf unser letztes Schreiben vom 11. d. M., wovon wir Kopie beischließen, und sind seitdem ohne Ihre Nachrichten.

Heute beehren wir uns, Ihnen die Absendung der zwischen uns vereinbarten Konsignation von

20 Ballen gefärbtes Baumwollgarn per Dampfer „Antelope" anzuzeigen, worüber Sie in der Beilage Konnossemente und Faktura empfangen. Den Betrag der letzteren haben wir Ihnen mit £912 13 0 auf Konsignations-Konto belastet.

Wir hoffen, daß diese Sendung noch rechtzeitig drüben ankommt, um von der augenblicklich günstigen Konjunktur Nutzen ziehen zu können. Wir empfehlen Ihnen auch den Verkauf so rasch als möglich per Kassa vorzunehmen, selbst wenn Sie 2–3 % unter Fakturenwert nehmen müßten, und uns für den Erlös sofort auf London zu decken.

Unser Nächstes bringt Ihnen wahrscheinlich Abrechnung über Ihre letzte Produktensendung.

Inzwischen zeichnen wir,

Hochachtungsvoll,
Fröhlich u. Co.

30. 2. Answer in German the foregoing letter, acknowledging receipt of the documents, and saying that you duly note the instructions given with reference to the consignment, which, upon arrival, shall have your best attention. Make any further remarks you think necessary.

20. 3. Translate the following market report:—

Produktenmarktbericht.

Weizen.—In der abgelaufenen Woche konnte sich die festere Tendenz nicht behaupten, da einerseits Amerika wieder stärkere Kursrückgänge meldete, und anderseits die Importländer sich sehr zurückhaltend verhielten und fortfuhren, ihren geringen Bedarf aus den schwimmenden Partien, die nach wie vor erheblich unter Parität des hiesigen Marktes abgestoßen wurden, zu decken.

Roggen war wenig verlangt, doch konnte man sich noch nicht entschließen, die vorliegenden Gebote von M. 104 bis 107 je nach Gewicht zu akzeptieren.

Gerste schwächte sich wieder ab; cif. Hamburg erzielte M. 86½ Kassa.

Hafer trotz besserer Nachfrage für den Konsum auf Lieferung träge. Mais schwach. Rüböl behaupter. Spiritus nicht gehandelt.

12. 4. (*a.*) Explain in English the following German commercial terms:—

Engrosgeschäft, Bruttogewinn, Geldwährung, Fälligkeitstermin, Betriebskapital, Zollverein.

VALUE.

(*b.*) Give the German equivalent of :—

Bookkeeping by double entry, Profit and Loss Account, Government Securities, Board of Directors, Marine Insurance, Protection or Free Trade.

18. **5.** (*a.*) Translate into English the following sentences :—

(1.) Wir ſehen uns nach einer ſicheren Anlage um.
(2.) Die Anweiſung iſt an den Inhaber zahlbar.
(3.) Hier liegt viel Getreide aufgeſpeichert.
(4.) Der Netto-Ertrag laut Verkaufsrechnung beläuft ſich auf M. 5,000.
(5.) Dies ſchlägt nicht in unſer Fach.

(*b*) Translate into German :—

(1.) The bills of lading must be endorsed by your firm.
(2.) Please answer by return of post.
(3.) Terms cash, less $2\frac{1}{2}$ per cent. discount.
(4.) Sold under cost price.
(5.) The enclosed extract of account current to date shows a balance of 100 marks in your favour.

SPANISH.

Monday, 27th June.—2 P.M. to 5 P.M.

The whole of this Paper should be answered. Candidates will not be allowed to pass unless they reach the necessary standard both in composition and in translation.

SECTION I.

15. 1. Translate into English :—

(1.) Grandiosa y digna del portentoso hecho que la motivaba fué la recepción que obtuvo Cristóbal Colón en Barcelona, corte entonces de los Reyes Católicos. Desde el momento que llegó á Palos y se extendió por España la noticia de aquel descubrimiento sin igual, produjose en todos los ánimos un movimiento de asombro. Sevilla, donde se trasladó Colón inmediatamente, le recibió con vítores y aplausos, y cuantas poblaciones hubo de visitar aquel hombre extraordinario prodigáronle á porfía[1] felicitaciones y agasajos.[2] Colón habia dado noticia á los Reyes de su descubrimiento y llegada á la Península, y no hay que decir que era esperado con ansiedad por los monarcas, que veían ensanchados[3] sus dominios á tan poca costa y dilatados los horizontes de la fe por los confines de un nuevo mundo. Su entrada en la capital se ha comparado á las entradas triunfantes de los conquistadores romanos en la que fué señora del mundo, y con razón bastante, pues ninguna de las conquistas de aquellos tiempos puede compararse en audacia, en riesgos y en fortuna á la que acababa de conseguir el ilustre genovés con un centenar de españoles.

[1] vied in . . . [2] honours. [3] extended.

15. (2.) DON LUIS Y DON MANUEL.

Don Luis—No sigamos más adelante; mi madre y mi hermana han salido á dar un paseo hasta Atocha y facilmente pudiéramos encontrarlas.

Don Manuel.—Y eso ¿ qué importa ?

D. L.—Mucho, si hemos de llevar á cabo lo que he propuesto á Vd.

D. M.—¿ Con que tú te empeñas en que demos ese chasco [1] á mi hermana ?

D. L.—Sí, tío ; él sólo puede curarla de la necia manía que la pone en ridículo.

D. M.—También yo tengo deseos vivísimos de que mi hermana deje de ser el juguete de todos los petimetres de Madrid y de asegurar al mismo tiempo la felicidad de mi sobrina ; pero siento en el alma que hayamos de apelar á una farsa ridícula para escarmentarla.

D. L.—¿ Y qué otro remedio más eficaz podríamos hallar ? Se trata de casar á mi hermana Isabel con un joven de mérito que la adora ciegamente ; mi madre no parece hacer muchos esfuerzos para que esta boda se verifique ; por el contrario, no piensa en otra cosa más que en extraviar la razón de su hija, haciéndola perder su amable sencillez con locos y pueriles devaneos.

D. M.—Efectivamente, sí, son justísimos tus temores ; piensas con tanta madurez como un anciano y quiero por lo mismo darte gusto.

1 trick.

24. 2. Translate into Spanish :—

Upon arriving at Seville I hired an empty house, where I purposed to reside for some months. It stood in a solitary situation, occupying one side of a small square. It was built quite in the Andalusian style with a court-yard, in the middle of which was a small fountain well supplied with water. The house itself was large and contained room for at least five times the number of persons who were about to occupy it. Such was the place where, after providing myself with some furniture, I took up my abode with my servant and my two horses. I was fortunate in the possession of these animals, inasmuch as it afforded me an opportunity of enjoying to a greater extent the beauties of the surrounding country.

15. 3. Write from memory a Spanish version of the passage read out.

SECTION II.

10. 4. Write (in full) the present and past definite tenses of the following verbs :—*Ir, andar, traer, querer.* Give the gerund of *vestir, ir, dormir, traer,* and the past participle of *poner, volver, descubrir, imprimir.*

6. 5. Form short sentences showing the use of the following pronouns in Spanish :—*Alguien, cada uno, cuyo, lo cual.*

6. 6. (*a*) Translate into English the following idiomatic expressions :—

(1.) No nos hace falta nada.

(2.) No deje Vd. de hacerlo.

(3.) La caja tiene tres pies de alto y diez pulgadas de ancho.

(4.) Diviértete con tal que cumplas con tu obligación.

(5.) No quiero meterme en negocios agenos.

(6.) Llegué sobre el anochecer.

9 (*b*) Translate into Spanish :—

(1.) Please don't do it again.

(2.) When he goes away let him leave his address.

(3.) If I had known sooner I should have sent you the money.

(4.) He is long in coming.

(5.) What day of the month is it ?

(6.) Tell him to mind his own business.

SPANISH.

Monday, 27th June.—2.45 P.M.

This Paper must not be seen by any Candidate.

To be read out twice by the Supervising Officer (or a Teacher) at 2.45 P.M. *The substance of this story is to be reproduced by the Candidates in Spanish from memory. No notes may be made while it is being read.*

A rich merchant having lost his purse containing a large sum of money, advertised that he would give half the contents to whoever returned it to him. A workman found the purse and brought it to the merchant. The latter, however, refused to pay the reward, pretending that, besides the money, there had been in the purse a precious stone, which was now missing. Thereupon the workman went to the judge, who summoned the merchant and said to him : "You say that, besides the money, there was a precious stone in the purse you lost, consequently the purse found cannot be yours, and, if the owner of it be not found, it must become the property of the workman."

VALUE.

ARITHMETIC.

LOWER GRADE.

Wednesday, 22nd June.—10 A.M. to 11.30 A.M.

All the work must be shown, and such explanation added as is required to indicate the methods adopted.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

10. Additional marks will be given for neatness, arrangement, and style.

6. 1. A newspaper consists of 10 pages, each of which contains 7 columns with 185 lines in each column. If there be, on an average, 9 words in each line and $4\frac{1}{2}$ letters in each word, find as nearly as possible the number of letters in the whole newspaper.

11. 2. What is a prime number?

Find which of the following numbers are prime, and express the others as products of prime numbers:

143, 151, 287, 307, 323, 525.

8. 3. A firm fails and pays 13*s.* 4*d.* in the pound on debts amounting to £17420 10*s.* 6*d.* If the expenses of liquidation amounted to £185 14*s.* 4*d.*, find the value of the assets.

12. 4. Simplify

(1) $\dfrac{\frac{3}{4}+\frac{2}{3}-\frac{5}{14}}{(\frac{1}{2}-\frac{1}{8}) \text{ of } (\frac{3}{4}-\frac{5}{7})}$,

(2) $\frac{3}{7}$ of a ton $+$ $\frac{5}{8}$ of a cwt. $-$ $\frac{3}{4}$ of a quarter avoirdupois.

8. 5. I bought a sack of potatoes, but found that $\frac{3}{7}$ were bad and had to be thrown away; I set aside $\frac{3}{4}$ of the remainder for planting: find what fraction of the sackful remained for other purposes.

13. 6. State and prove the rule for the multiplication of two decimal numbers.

Simplify

(1) $4{\cdot}93 \times 3{\cdot}571 \times 1000$.

(2) $(\cdot0005)^2 \div (\cdot002)^3$.

12. 7. If, during the present year 1904, a man were to receive 25*s.* per week for 50 weeks' work, and were to spend, during the whole year, average sums of 1*s.* $1\frac{1}{2}$*d.* per day for food, 8*s.* 9*d.* per week for lodgings, and 29*s.* per month for other expenses; how much would he save?

15. 8. If 20 square inches be taken as equal to 129 square centimetres express a square yard as a decimal fraction of a square meter, correct to the nearest digit in the third significant figure.

VALUE.

ALGEBRA.

LOWER GRADE.

Wednesday, 22nd June.—3 P.M. to 4.30 P.M.

All the work must be shown, and such explanation added as is required to indicate the methods adopted.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

10. Additional marks will be given for neatness, arrangement, and style.

14. 1. What do $a+b$ and ab mean respectively?

If a and b are both whole numbers, prove that

$$a + b = b + a,$$

and show by a diagram that

$$ab = ba.$$

6. 2. Divide

$$2x^4 + 27y^4 - 5x^3y - 24x^2y^2 \text{ by } x^2 - 9y^2 - 3xy.$$

14. 3. Simplify

(1) $\left\{\dfrac{1}{(x-1)(x-2)} + \dfrac{1}{(x-2)(x-3)}\right\} \times \left\{x + \dfrac{3}{x-4}\right\}$;

(2) $\dfrac{x(x+y)+y^2}{x^2-y(x-y)} \times \dfrac{x^2(x-y)+y(x^2+y^2)}{x(x^2+y^2)-y^2(x+y)}$.

9. 4. Brine is formed by dissolving p pounds of salt in q pounds of water; how many pounds of salt are there in q pounds of brine?

14. 5. Solve the equations

(1) $\dfrac{2}{x-5} = \dfrac{1}{3} - \dfrac{x}{3x+4}$;

(2) $x - c - \dfrac{a-c}{x-b} = x - a$.

12 6. A party of boys wished to divide some apples, and found that if each took 3, there were 4 apples over, but that if each took 4, only one apple was left for the last boy. How many boys and how many apples were there?

12. 7. (1) Solve the equation

$$\frac{x^2}{\cdot 3} + \frac{x}{\cdot 15} = \cdot 272,$$

verifying both solutions.

9. (2) Solve the simultaneous equations

$$\tfrac{1}{2}x - \tfrac{1}{6}y = \tfrac{1}{3}x + \tfrac{1}{4}y = \tfrac{1}{12}.$$

VALUE.

GEOMETRY.

LOWER GRADE.

Wednesday, 22nd June.—12 Noon to 2 P.M.

All ordinary symbols and contractions are allowed.

All the steps of the proofs must be given, and in all cases it must be clearly shown on what assumptions the demonstrations are based.

All figures should be drawn accurately with ruler and compasses.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

10. Additional marks will be given for good style, neatness, and accuracy.

Candidates should give about one hour to each part of the paper, and should answer seven questions, four in A and three in B.

A.

[*Candidates should do all they can in* A *before proceeding to* B.]

7. A 1. Bisect a given angle, giving the construction and the proof.

9. A 2. O is a point within the triangle ABC. Prove
(1) that the angle BOC is greater than the angle BAC,
(2) that OB and OC are together less than AB and AC.

13. A 3. Show how to describe a square equal to a rectangle whose sides are 2 and 3 inches in length, respectively.
Measure the side of the square, and verify your result arithmetically.

13. A 4. Prove that the opposite angles of a quadrilateral inscribed in a circle are together equal to two right angles.
Enunciate and prove the converse of this proposition.

B.

[*Only 3 questions may be answered in this part.*]

16. B 1. (In answering this question all construction lines are to be shown, but a written statement of the construction and a proof are not required.)
Construct a quadrilateral $ABCD$, having given $AB=5$ centimetres, $BC=CD=DA=4$ centimetres, $AC=6$ centimetres.
Measure the length of BD.
Describe a circle about ABC and measure its radius.

16. B 2. $ABCD$ is a parallelogram, and PQ is a straight line through A, which does not meet the parallelogram. Prove that the perpendicular drawn from C to PQ is equal to the sum of the perpendiculars drawn from B and D to PQ.

16. B 3. Prove that the straight line joining the mid points of two sides of a triangle is parallel to the third side.

From a point A inside a circle a straight line is drawn to meet the circle in P; find the locus of the mid point of AP.

16. B 4. Two circles have a common chord AB, and PAQ is a double chord drawn through A. If the tangents at P and Q meet in T, prove that a circle can be described about the quadrilateral $TPBQ$.

ARITHMETIC.

HIGHER GRADE.

Wednesday, 22nd June.—10 A.M. to 11.30 A.M.

All the work must be shown, and such explanation added as is required to indicate the methods adopted.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

10. Additional marks will be given for neatness, arrangement, and style.

Algebraical symbols may be used, if properly explained.

12. 1. Six months working of a tramway showed a return of 314464 passengers carried at an average fare of $1\frac{3}{8}d.$ If the profits were £431 4*s.* 7*d.*, find to two decimal places the percentage of receipts absorbed by expenses.

14. 2. Give a short account of the metric system of weights and measures. Name some of the advantages which the metrical system possesses over our present system.

If a cubic decimetre be ·2201 of a gallon, find to the nearest gallon how many gallons are contained in a cistern 3·15 metres long by 1·85 metres broad, when the depth is 49 centimetres.

14. 3. Explain what is meant by a prime number.

Find all the prime numbers between 180 and 215, showing clearly how you obtain your results.

12. 4. Obtain the following values, correct to 3 decimal places, without unnecessary calculation:—

(1) $628{\cdot}875037 \times 5{\cdot}963855$.

(2) $1572{\cdot}21 \div 4971{\cdot}14$.

12. 5. A cylinder measures 6 inches in height and 3 in breadth; find its total surface in square inches, correct to 2 decimal places, assuming that the area of a circle is $\frac{22}{7}$ of the square on its radius, and that its circumference is $\frac{22}{7}$ of its diameter.

12. 6. On January 1st *A* started in business with a capital of £8000. On May 1st *B* joined him as a partner contributing £7000 on the understanding that *A* received 20 per cent. of the profits, in lieu of salary as manager, in addition to his share as partner. If the profits on 31st December were £1330, how much should each receive?

14. 7. A man borrows £12000 and undertakes to repay it with compound interest in 2 equal payments at the end of one and two years. If the rate of interest be 5 per cent. payable annually, find the amount of each payment to the nearest shilling.

ALGEBRA.

HIGHER GRADE.

Wednesday, 22nd June.—3 P.M. to 4.30 P.M.

All the work must be shown, and such explanation added as is required to indicate the methods adopted.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

10. Additional marks will be given for neatness, arrangement, and style.

10. 1. Express

$$x^3 - 7x^2 + 18x - 14$$

in the form

$$A(x + 3)^3 + B(x - 3)^2 + C(x - 3) + D.$$

14. 2. If $A = B + C$ where A, B, C are integral expressions in powers of x, prove that the G.C.M. of A and B is also the G.C.M. of B and C.

Find the G.C.M. of

$$x^5 - 3x^4 + x^3 - 5x - 12 \text{ and } x^3 - 5x - 12.$$

12. 3. $x76$ is a number of 3 digits such that its square ends in the digits $x76$; find x.

18. 4. Solve the equations

(1) $$\frac{\sqrt{x} + \sqrt{x-1}}{\sqrt{x} - \sqrt{x-1}} = \frac{\sqrt{x} - \sqrt{x-1}}{\sqrt{x} + \sqrt{x-1}};$$

(2) $$\frac{5}{x+2a} + \frac{5}{x-2a} = \frac{8}{x+a} + \frac{8}{x-a};$$

(3) $$x + y + 1 = x^3 + y^3 - \tfrac{1}{2} = 3.$$

16. 5. How may two homogeneous equations of the second degree in two variables be solved?

For a certain railway journey the first class fare is x shillings and the second class y shillings. If $x - y$ people travel first class and $x + y$ people travel second class, and if the sums received for the first class and second class fares be £2 8s. and £8 respectively, find the number travelling in each class.

20. 6. Prove that the arithmetic mean of two quantities cannot be less than their geometric mean, and that the harmonic mean cannot be greater than the geometric mean.

The arithmetic mean of two quantities is $1\frac{2}{3}$, and the geometric mean is $1\frac{1}{3}$; find the harmonic mean.

GEOMETRY.

HIGHER GRADE.

Wednesday, 22nd June.—12 Noon to 2 P.M.

All ordinary symbols and contractions are allowed.

All the steps of the proofs must be given, and in all cases it must be clearly shown on what assumptions the demonstrations are based.

All figures should be drawn accurately with ruler and compasses.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

10. Additional marks will be given for good style, neatness, and accuracy.

Candidates should give about one hour to each part of the paper, and should answer seven questions, four in A and three in B.

A.

[*Candidates should do all they can in* A *before proceeding to* B.]

12. A 1. Show how to construct a square equal to a given rectangle whose sides are 3 and 5 cm. Measure the side of the square found by your construction, and verify your result arithmetically.

8. A 2. If a straight line be a tangent to a circle, and a chord be drawn from the point of contact, prove that the angles which the chord makes with the tangent are equal to the angles in the alternate segments of the circle.

10. A 3. If an angle of a triangle be bisected, and the bisector be produced to meet the opposite side, prove that the square on the bisector, together with the rectangle contained by the segments of the side, is equal to the rectangle contained by the sides containing the angle.

12. A 4. If a given straight line be perpendicular to each of three concurrent straight lines at their point of intersection, prove that these three lines are in one plane.

B.

[*Only 3 questions may be answered in this part.*]

16. B 1. Construct a rectangle equal to the square on a line of length a, such that its perimeter may be equal to four times a line of length b.

What limit is there to the size of b in order that this may be possible?

Show that if x be the length of a side of the rectangle, this problem is equivalent to the solution of the equation.

$$x^2 - 2bx + a^2 = 0.$$

16. B 2. A quadrilateral is inscribed in a circle; and has also a circle inscribed in it, which touches its sides taken in order at the points P, Q, R, S. Prove that PR is at right angles to QS.

13. B 3. Describe a circle with centre A and with radius $AB = 1$ inch, produce AB to C so that $BC = \frac{1}{2}$ inch, draw CD perpendicular to AC. Find a point P in CD such that the tangents drawn from P to the circle may contain an angle of 60°. Measure the length of PC.

13. B 4. $ABCD$ is a plane quadrilateral, and O is a point outside the plane. OA, OB, OC, OD are divided in P, Q, R, S, so that

$$\frac{OP}{OA} = \frac{OQ}{OB} = \frac{OR}{OC} = \frac{OS}{OD}.$$

Prove that $PQRS$ is a plane quadrilateral, and that it is similar to $ABCD$.

ELEMENTARY TRIGONOMETRY AND LOGARITHMS.

HIGHER GRADE.

Tuesday, 28th June.—10 A.M. to 11.30 A.M.

All ordinary symbols and contractions are allowed.

All the steps of the proofs must be given.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required

10. Additional marks will be given for neatness, good style, and accurately drawn figures.

14 1. Draw the graph of tan θ, from $\theta = 0$ to $\theta = 4\pi$; and from your diagram show what are the approximate values of θ, for which the equation $\tan \theta = \theta$ is satisfied.

VALUE.

12. 2. Prove geometrically that

$$\cos 2A = \cos^2 A - \sin^2 A.$$

Prove that

$$\cos 4A = \cos^4 A - 6 \cos^2 A \sin^2 A + \sin^4 A.$$

12. 3. Write down and prove the formula giving $\tan (A + B)$ in terms of $\tan A$ and $\tan B$.

If

$$\tan A = \frac{1 - \cos B}{\sin B},$$

prove that

$$\tan 2A = \tan B.$$

12. 4. Find all the values of θ less than 360°, which satisfy the equation

$$2 \cos^2 \theta + \sin^2 \theta = 2 \cos \theta.$$

Write down expressions for the general values of θ, which satisfy this equation.

12. 5. What is meant by saying that 10 is the base of the ordinary system of logarithms? What can you infer (1) if the logarithms of two numbers have the same characteristic? (2) if they have the same mantissa?

Find by logarithms the approximate value of

$$\frac{3{\cdot}456 \times 4{\cdot}7816}{8{\cdot}9635}$$

14. 6. Show that in any triangle

(1) $\frac{\sin A}{a} = \frac{\sin B}{b} = \frac{\sin C}{c} = \frac{1}{2R}$,

(2) $\sin A \cos B \cos C + \cos A \sin B \cos C + \cos A \cos B \sin C = \sin A \sin B \sin C$.

14. 7. If in the triangle ABC we have the angle $B = 35° 20'$, $c = 57{\cdot}12$ $b = 38{\cdot}45$, show that there are two sets of values for A and C and find them with the help of logarithmic tables.

VALUE.

ALGEBRA.

HONOURS GRADE.

Wednesday, 22nd June.—3 P.M. to 4.30 P.M.

All the work must be shown, and such explanation added as is required to indicate the methods adopted.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

10. Additional marks will be given for neatness, arrangement, and style.

Candidates may answer six questions only, namely, Nos. 1, 2, 3, and one of the alternatives in each of Nos. 4, 5, 6.

15. 1. Find the number of sets of r things which can be formed out of n different things.

Show that the number of ways in which a dots and b strokes can be arranged in a line, is equal to the number of homogeneous products of degree a which can be formed with $b+1$ letters. Hence find how many symbols can be formed, each containing 4 dots and 2 strokes.

15. 2. Establish the Binomial Theorem for a positive integral index.

Prove that the coefficients of the expansion of $(x + a)^{n+1}$ can be obtained from those of $(x + a)^n$ by addition in pairs.

If ${}_nC_r$ represent the coefficient of x^r in the expansion of $(1 + x)^n$ and if $s < r$, prove that

$${}_nC_r = {}_{n-s}C_r + {}_sC_1 \cdot {}_{n-s}C_{r-1} + {}_sC_2 \cdot {}_{n-s}C_{r-2} + \cdots,$$

verifying in the case when $n = 8$, $r = 5$, $s = 3$.

15. 3. Prove that an algebraic proper fraction, whose denominator consists of non-repeated linear factors, can be resolved into partial fractions, and find expressions for their numerators.

Resolve into partial fractions

$$(1)\ \frac{1}{(x+1)^2(x^2+1)} \qquad (2)\ \frac{x}{(x-a)(x-b)}.$$

Alternative Questions.

15. 4*a*. Solve the equations

(1) $\sqrt{(x+a)} + \sqrt{(x+b)} = \sqrt{(a+b+2c)}$;

(2) $\begin{cases} x+y+z = 2x+y+4z = 0, \\ x^2+y^2+z^2 = 14; \end{cases}$

(3) $x + y = \frac{1}{xy}$, $x - y = xy$.

VALUE.

Or,

15. 4*b*. Draw the graph of the function

$$y = x + \frac{1}{x^2}.$$

Hence find to two decimal places the real root of the equation

$$x^3 + 1 = x.$$

15. 5*a*. Prove that the arithmetic, geometric and harmonic means of any two quantities are in descending order of magnitude.

Find three numbers in geometric progression, which, if increased by 4, 8, 8, are again in geometric progression, but with a common ratio less by unity than that of the original progression.

Or,

15. 5*b*. If there be any number of positive quantities which vary in such a manner that their sum remains the same, prove that their product is greatest when all the quantities are equal.

Find what values of x and y make the expression

$$(x + y)(a - x)(b - y)$$

a maximum, all the quantities being positive.

15. 6*a*. Show that if a rational integral function of x vanishes when $x = a + bi$, it will also vanish when $x = a - bi$, provided all its co-efficients are real.

Extract the square root of i, and resolve $x^8 + 1$ into its real quadratic factors.

Or,

15. 6*b*. The terms of an infinite series are alternately positive and negative, each term being numerically less than the preceding; prove that the series is convergent.

Prove that the series

$$1 - \frac{x}{2} + \frac{x^2}{3} - \frac{x^3}{4} + \cdots$$

is convergent for all values of x between 1 and -1; and examine whether it is convergent for these limiting values.

VALUE.

GEOMETRY.

HONOURS GRADE.

Wednesday, 22nd June.—12 Noon to 2 P.M.

All ordinary symbols and contractions are allowed.

All the steps of the proofs must be given, and in all cases it should be clearly shown on what assumptions the demonstrations are based.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

10. Additional marks will be given for neatness, good style, and accurately drawn figures.

Candidates may answer seven questions only, namely, Nos. 1, 2, 3, 4 and one of the alternatives in each of Nos. 5, 6, 7.

13. 1. Prove that the areas of similar polygons are proportional to the squares on their homologous sides.

Show how to describe a polygon similar to one given polygon and equal to another.

13. 2. If AD, BE, CF be the perpendiculars drawn from the vertices of a triangle ABC to the opposite sides, and H be their point of intersection, prove that $AH.HD = BH.HE = CH.HF$.

Prove that

$$\frac{\Delta BHC}{\Delta EHF} : \frac{\Delta CHA}{\Delta FHD} : \frac{\Delta AHB}{\Delta DHE} = HD^2 : HE^2 : HF^2.$$

13. 3. Define the inclination of one plane to another, and show that a certain theorem must be proved before we are entitled to use this definition.

OX, OY are two straight lines at right angles to each other, and P is a point outside the plane XOY, such that the angles POX, POY are both acute; prove that the angle between the unproduced parts of the planes POX, POY is obtuse.

13. 4. Construct a triangle, having given the base, the vertical angle, and the difference between the sides.

Construct a triangle, having given the perimeter, the vertical angle, and the altitude.

VALUE.

Alternative Questions.

13. 5*a*. Explain how the laws of algebra are applicable to the segments of a straight line. If A, B, C, D be any four points in a straight line, prove that

$$(1)\ AD.BC + BD.CA + CD.AB = 0,$$

$$(2)\ \frac{AD^2}{AB.AC} + \frac{BD^2}{BC.BA} + \frac{CD^2}{CA.CB} = 1.$$

Or

13. 5*b*. If I be the in-centre of the triangle ABC, and AI meet the circum-circle in P, prove that P is the circum-centre of the triangle BIC.

If O be the circum-centre of ABC, show that we can form a quadrilateral $OPQI$, such that $OP = PQ = QI$, and that OP, PQ, QI are respectively perpendicular to BC, CA, AB.

13. 6*a*. Prove that the straight lines joining the extremities of any parallel diameters of two circles pass through one or other of two fixed points on the line through the centres of the circles.

Two circles, whose centres are A, B, are touched by a variable circle in P, Q; prove that PQ intersects AB in one of two fixed points.

Or

13. 6*b*. Define the pole of a straight line with regard to a circle, and prove that if the pole of one straight line lie on a second straight line, then the pole of the second line lies on the first line.

A, B are given points, and CD is a given straight line. A circle is described through B, such that A is the pole of CD with regard to this circle. If O be the centre of this circle and AM, BN be drawn perpendicular to CD, AM, prove that

$$OA = \frac{AB^2}{2AN - AM}.$$

13. 7*a*. Prove that the inverse of a circle is either a straight line or a circle, according as the centre of inversion is on the circumference of the circle or not.

Three given circles have a common chord. Prove that in general they invert into three circles with a common chord; and discuss the cases when they do not do so.

Or

13. 7*b*. $ABCD$ is a square whose diagonals meet in O. With A, B, C, D as centres, and radii each equal to OA, circles are described; prove that they intersect the square in points, which form the vertices of a regular octagon.

Show that from a cube we can cut a polyhedron with 6 octagonal and 8 triangular faces and with all its edges equal. If the edge of the cube be one metre, find the edge of the polyhedron to the nearest millimetre.

VALUE.

TRIGONOMETRY AND LOGARITHMS.

HONOURS GRADE.

Tuesday, 28th June.—10 A.M. to 11.30 A.M.

All ordinary symbols and contractions are allowed.

All the steps of the proofs must be given.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

10. Additional marks will be given for neatness, good style, and accurately drawn figures.

Candidates may answer six questions only, namely, Nos. 1, 2, 3 and one of the alternatives in each of Nos. 4, 5, 6.

15. 1. Prove that in any triangle the sides are proportional to the sines of the opposite angles.

A, B, C, D are four points in a plane. Having given

$AB = a$, the angle $BAC = \alpha$, the angle $CDB = \beta$, the angle $ACD = \gamma$, the angle $ADC = \delta$,

find an expression for the length of CD in terms of these quantities.

15. 2. Prove that $\sin\theta$ is less than θ and is greater than $\theta - \frac{\theta^3}{4}$, and that $\cos\theta$ is less than 1, and is greater than $1 - \frac{\theta^2}{2}$.

Hence show that, when θ is small, $\sin\left(\frac{\pi}{4} + \theta\right)$ is nearly equal to $\frac{1 + \theta}{\sqrt{2}}$.

15. 3. Define the function $\tan^{-1}x$, and draw its graph.

Solve the equation

$$\tan^{-1} 2x + \tan^{-1} 4x - \tan^{-1} 3 = 0,$$

verifying your solution, as nearly as the tables allow.

Alternative Questions.

15. 4*a*. Trace the graph

$$y = \frac{\sin x}{\cos 2x}, \text{ from } x = 0 \text{ to } x = \pi.$$

Hence find an approximate solution of the equation

$$2x \cos 2x = \sin x.$$

VALUE.

Or

15. 4*b*. Prove the formula

$$a^2 = (b + c - 2\cos + \frac{A}{2}\sqrt{bc})\,(b + c + \cos\frac{A}{2}\sqrt{bc}).$$

Apply it to find a when

$$b = 12{\cdot}36,\ c = 9{\cdot}54,\ A = 33^\circ\ 40',$$

as accurately as the tables allow.

15. 5*a*. The sides of a quadrilateral taken in order being a, b, c, d, and the angles included between a and b, c and d, being θ and ϕ respectively, prove that the area S is given by the equation

$$16\,S^2 = 4\,(a^2b^2 + c^2d^2) - (a^2 + b^2 - c^2 - d^2)^2 - 8abcd\cos(\theta + \phi).$$

Hence show what relation must exist between the angles of a quadrilateral whose sides are given in length, in order that its area may be a maximum; and prove that if $2s = a + b + c + d$, the maximum area is $\sqrt{\{(s - a)\,(s - b)\,(s - c)\,(s - d)\}}$.

Or

15. 5*b*. Given one side and all the angles of a triangle, find the radius of the inscribed circle.

Prove that the line joining the circum-centre of a triangle to the ortho-centre is equal to $R\sqrt{(1 - 8\cos A\cos B\cos C)}$.

15. 6*a*. Write down the expansions of $\cos\theta$ and $\sin\theta$ in powers of θ, and deduce that

$$\cos\theta + i\sin\theta = e^{i\theta},\ \cos\theta - i\sin\theta = e^{-i\theta}.$$

Prove that

$$(a\cos\theta + a^2\cos 2\theta + \ldots + a^n\cos n\theta)^2$$
$$+ (a\sin\theta + a^2\sin 2\theta + \ldots + a^n\sin n\theta)^2 = a^2\,\frac{a^{2n} - 2a^n\cos n\theta + 1}{a^2 - 2a\cos\theta + 1}$$

Or

15. 6*b*. Prove that

$$\theta = \tan\theta - \tfrac{1}{3}\tan^3\theta + \tfrac{1}{5}\tan^5\theta - \ldots$$

when θ lies between $-\frac{1}{4}\pi$ and $\frac{1}{4}\pi$.

Use the above identity, combined with the relation

$$\tan^{-1}1 = \tan^{-1}\tfrac{1}{2} + \tan^{-1}\tfrac{1}{3},$$

to find a value of π correct to 4 decimal places.

VALUE.

ELEMENTS OF DYNAMICS.

ADDITIONAL MATHEMATICAL SUBJECT.

Tuesday, 28th June.—2 P.M. to 3.30 P.M.

All the steps of the proofs must be given, and the work of the calculations
10. should be shown in full. Additional marks will be given for neatness, good style, and accurately drawn figures.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

9. 1. Show that a given velocity can be resolved into components parallel to any two given intersecting straight lines.

B is 40 miles east of *A*, and *C* is 30 miles north of *B*; a motor car runs from *A* to *B* at the rate of 20 miles an hour?; find its component velocities parallel to *AC* and *CB*.

11. 2. Find the distance passed over in t seconds by a particle starting from rest and moving with uniform acceleration α.

Show that the particle passes over the same distance during the 5th second as during the first three seconds.

11. 3. When a body is thrown with a given velocity in a direction making a given angle with the vertical, how may we find its position at any time?

A bullet is fired so that the vertical component of its velocity is 640 feet per second, find (1) how high it will rise, (2) when it will return to the horizontal plane from which it was fired. (g=32.)

12. 4. Show how to find the centre of gravity of two heavy particles at a given distance from each other.

A rod a yard long weighs 6 lb., and weights of 1 lb. and 2 lb. are hung at its ends; find where it must be supported that it may rest in a horizontal position.

11. 5. Draw a figure of the system of pulleys, in which one string goes round all the pulleys.

If there are two pulleys in each block, and a power of 1 lb. just supports a weight of 1 lb., find the weight of the lower block.

13. 6. Neglecting friction, express in foot-pounds the amount of work expended in dragging a railway carriage weighing 22 tons one mile up a slope which rises 1 foot in each 88 feet of slope.

If this work be done in 5 minutes, what is the rate in horse-power at which the work has been done?

13. 7. Prove that the surface of a fluid at rest is a horizontal plane.

Does the above apply to a large surface such as a lake?

If not, explain the reason and show how the statement should be modified.

10. 8. It is desired to raise water from the bottom of a mine 200 feet deep, explain fully any means by which this may be done.

VALUE.

HIGHER DYNAMICS.

ADDITIONAL MATHEMATICAL SUBJECT.

Higher Grade and Honours.

Tuesday, 28th June.—2 P.M. to 3.30 P.M.

All the steps of the proofs must be given, and the work of the calculations should be shown in full.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

10. Additional marks will be given for neatness, good style, and accurately drawn figures.

Candidates may answer six questions only, namely, Nos. 1, 2, 3, and an alternative in each of Nos. 4, 5, 6.

15. 1. Show how the connection between the velocity of a body moving in a straight line and the time that has elapsed from a given instant may be illustrated graphically, and explain how your diagram may be used to give the distance travelled, when the velocity at every instant is known.

Hence prove the formula

$$s = Vt + \tfrac{1}{2}at^2$$

where V is the initial velocity of a body moving with uniform acceleration a.

15. 2. State the second law of motion, and give some account of the experimental facts on which it is based.

Two particles are projected from the same point at the same instant with different velocities, and in different directions, under the action of gravity. Prove that the direction of the straight line joining the particles remains unchanged throughout the motion.

15. 3. Assuming the theorem that gives the resultant of two parallel forces, prove that, if four parallel forces, P_1, P_2, P_3, P_4, act at points, whose distances along a straight line from a point O in that line are x_1, x_2, x_3, x_4, their resultant is $P_1 + P_2 + P_3 + P_4$, acting at a distance from O equal to

$$(P_1x_1 + P_2x_2 + P_3x_3 + P_4x_4)/(P_1 + P_2 + P_3 + P_4).$$

Prove that the centre of gravity of weights 3, 4, 5, 7 at the angular points of a parallelogram taken in order round the figure is the same as that of weights 7, 14, 13, 23 at the same points.

VALUE.

Alternative Questions.

15. 4*a*. Prove that a force, acting on a rigid body along any given straight line, is equivalent to an equal force acting along any parallel line and a couple.

Forces lP, mP, nP act along BC, CA, AB, the sides of the triangle ABC. If

$$l + m + n = 0$$

prove that these forces are equivalent to a single force which passes through the in-centre of the triangle.

Or

15. 4*b*. A curling stone weighing 40 lbs. is started along the ice with an initial speed of 10 feet per second, and travels 100 feet. Express in poundals the retarding force, assuming it to be constant throughout the motion. Calculate the work done by this force and prove that it is equal to the kinetic energy of the stone at the beginning of its motion.

15. 5*a*. Describe the condenser and explain its action.

When the atmospheric pressure was 14 lb. on the square inch, it was found that, after one stroke of the piston, the pressure of the air in the receiver of a condenser was $15\frac{1}{2}$ lb. Find the pressure after 8 strokes.

Or

15. 5*b*. Show how to find the resultant vertical pressure of a liquid on any surface with which it may be in contact.

A vessel is made in the form of a cone, and is filled with water through a small hole at the vertex. If the weight of the water be 1 lb., find the resultant pressure of the water (1) on the base of the cone, (2) on its curved surface.

15. 6*a*. If a point move uniformly with speed v in a circle of radius r, prove that its acceleration is directed towards the centre of the circle, and is equal to $\frac{v^2}{r}$.

A string 2 feet $7\frac{1}{2}$ inches in length has a heavy particle attached to its extremity, and is held so as to make an angle $\cos^{-1}\frac{3}{4}$ with the vertical. Find the velocity with which the particle must be projected horizontally in order that it may describe a circle.

Or

15. 6*b*. Find the range of a projectile on a horizontal plane.

A bullet is fired at an object 500 yards distant. If the velocity of the bullet on leaving the rifle be 2000 feet per second, and the length of the rifle 1 metre, find how many millimetres the muzzle of the rifle should be raised.

VALUE.

GEOMETRICAL CONICS.

ADDITIONAL MATHEMATICAL SUBJECT.

(*Higher Grade and Honours.*)

Tuesday, 28th June.—4 P.M. to 5.30 P.M.

All ordinary symbols and contractions are allowed.

All the steps of the proofs must be given. Preference will be given to proofs which depend on first principles, and in all cases it should be clearly shown on what assumptions the demonstrations are based.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

10. Additional marks will be given for neatness, good style, and accurately drawn figures.

15. 1. Define the eccentricity of a conic section; and show that when the eccentricity is less than unity, the curve is finite.

Having given the focus, directrix, and eccentricity of a conic section, show how to find any number of points on the curve.

15. 2. PQ is a chord of a conic, which meets the directrix in Z; if S be the focus, prove that SZ bisects the angle PSQ either internally or externally, illustrating both cases by diagrams.

Having given the focus of a conic, one point on the curve and one point on the directrix, find another point on the curve.

15. 3. If OP, OQ be a pair of tangents to a parabola, meeting the curve in P and Q, prove that the triangles PSO, OSQ are similar.

If a parabola touch three sides of a triangle, prove that its focus lies on the circumscribing circle.

15. 4. If the tangent at a point P of an ellipse meet the major axis in T, and the perpendicular drawn from P to that axis meet it in N, prove that

$$CT.\ CN = CA^2,$$

and deduce that

$$AT^2 : AN^2 = CT : CN.$$

15. 5. Show that if a plane touch a cone, any parallel plane intersects the cone in a parabola.

Prove that the locus of the foci of all the parabolas, which can be obtained by plane sections of a given cone, is a cone with the same axis and vertex.

15. 6. Show that, in a rectangular hyperbola, any diameter and the tangent at its extremity are equally inclined to the asymptotes.

Hence show that, if the axes of one rectangular hyperbola are the asymptotes of another, the curves intersect at right angles.

VALUE.

ANALYTICAL GEOMETRY.

ADDITIONAL MATHEMATICAL SUBJECT.

(Higher Grade and Honours.)

Tuesday, 28th June.—12 Noon to 1.30 P.M.

10. *All the steps of the proofs must be given.* Additional marks will be given for neatness, good style, and accurately drawn figures.

The co-ordinate axes may be assumed to be rectangular.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

9. 1. Find an expression for the distance between two points (a, b) and (c, d).

ABC is a triangle; if the co-ordinates of A, B be (9, 0), (0, 9), and the lengths of AC, BC be 13, 5, finds the co-ordinates of C.

18 2. Express the equation of a straight line in the form

$$x \cos a + y \sin a = p,$$

and obtain an expression for the length of the perpendicular drawn to this line from an external point (x', y').

Hence, or otherwise, find the equations of the bisectors of the angles between the lines

$$2x + 4y = 7, \quad 4x - 3y = 1.$$

13. 3. The vertices of a triangle are (3, 0), (8, 0), (4, 4); form the equations of the perpendiculars from each vertex to the opposite side, and find the co-ordinates of their point of concurrence.

14. 4. Prove that an equation of the form

$$x^2 + y^2 + 2ax + 2by + c = 0$$

represents a circle.

Find the equation to the circle circumscribing the triangle mentioned in the preceding question.

18. 5. Find the equation of the tangent at the point (x', y') on the circle

$$x^2 + y^2 + 2ax + 2by + c = 0.$$

Show that the straight line

$$3x - 4y = 0$$

touches the circle

$$x^2 + y^2 = 6x - 8y.$$

Draw the circle and the line.

18. 6. If the axes of co-ordinates be turned through an angle θ in the positive direction, express the old co-ordinates (x, y) in terms of the new co-ordinates (x', y').

Transform the equation

$$x^2 + xy = k^2$$

by turning the axes through an angle of 45°, and then removing the origin to a point whose co-ordinates with respect to the new axes are (k, k).

VALUE.

BOOK-KEEPING.

Friday, 24th June.—2 P.M. to 4.30 P.M.

1. On 1st January, 1904, Richard Green commenced business as a merchant with £1,500 in bank. He made the following transactions :—

			£	s.	d.
January	2.	Bought of Stewart & Co. goods	1,300	0	0
,,	,,	Cheque drawn for cash	20	0	0
,,	,,	Paid rent of premises for half-year ending 30th June next (by cheque)	65	0	0
,,	7.	Sold to Lane Bros. goods	225	0	0
,,	12.	Paid Stewart & Co. (by cheque)	617	10	0
,,	,,	Accepted their bill at 1/m/d. for	617	10	0
,,	,,	Discount allowed by them	65	0	0
,,	20.	Lent to John Mitchell for one month at 6 % interest (by cheque)	500	0	0
,,	28.	Received from Lane Bros. and lodged in bank	213	15	0
,,	,,	Discount allowed to them	11	5	0
,,	30.	Sold to John Mitchell goods	166	0	0
February	1.	Consigned to Wilson & Sons goods invoiced at	110	0	0
,,	,,	Paid carriage thereon (in cash)	5	4	3
,,	5	Sold goods for cash	4	5	0
,,	8.	Bought of Thomas Kerr goods	360	0	0
,,	15.	Arranged with Stewart & Co. that they cancel their bill due to-day for	617	10	0
,,	,,	In consideration thereof paid them by cheque	317	10	0
,,	,,	And accepted their bill at 3/m/d. for (including 3 months' interest)	303	15	0
,,	20.	Received from John Mitchell repayment of loan and interest thereon and lodged in bank	502	10	0
,,	25.	Received account sales for goods consigned to Wilson & Sons, viz :—			
		Proceeds £145 0 0			
		Less their commission 14 10 0	130	10	0
,,	29.	Cheque drawn for cash	50	0	0
,,	,,	Paid salaries and wages (in cash)	34	10	0
,,	,,	,, trade charges (in cash)	15	0	5
,,	,,	Received Wilson & Sons' acceptance at 1/m/d. for	130	10	0
,,	,,	Value of goods on hand	1,205	15	0

50. Record these transactions in :—

Cash Book ;
Invoice (or Goods Bought) Book ;
Day (or Goods Sold) Book ;
Journal.

40. Post from these books to a Ledger.

25. Frame Profit and Loss Account for the two months and a Balance Sheet at 29th February, 1904.

Only entries not suitable for the other books are to be entered in the Journal.

The balance of rent paid in advance is to be carried forward. Only the amount for the two months is to be charged to the Profit and Loss Account.

The Ledger Accounts must all be closed and ruled off.

VALUE.

After doing all you can to Question 1, answer briefly the following:—

10. 2. Explain the use of the following books:—

Cash Book.	Journal.
Sales Day Book.	Ledger.

10. 3. Define the following:—

Trial Balance.	Profit and Loss Account.
Consignment.	Invoice.

COMMERCIAL ARITHMETIC.—FIRST PAPER.

Thursday, 30th June.—2 P.M. to 2.30 P.M.

This paper will be taken up at the end of *half-an-hour*, when the other paper will be given out.

The sums are not to be copied out, and all the calculations required are to be performed mentally.

More importance will be attached to accuracy than to quickness.

Fill this in first *Name of School*_____

*Name of Pupil*_____

13. 1. Add the following sums in rows and in columns and find the grand total:—

£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
4325	16	3½	376	11	4	1721	14	3¾			
1743	9	10	2194	17	6	836	5	7			
425	17	11¼	873	4	9¾	2571	13	4½			
3906	10	8¾	6214	9	6½	1936	15	8¼			
4778	18	7	938	14	10¼	399	19	11¾			
837	13	4½	1724	12	6	5293	12	6¼			
1275	7	9	4286	8	11½	85	3	5			
3321	6	4	734	2	2¼	537	18	10			

7. 2. Write down the values of—

365 times 4*d.* - - - - - - -

47963 × 101 - - - - - - -

78314 × 125 - - - - - - -

5 tons 13 cwts. 1 qr. 14 lbs. ÷ 7 - -

7 furlongs 8 poles 3 yds. 2 ft. ÷ 12 -

4 per cent. of £3765 - - - -

15 per cent. of £1446 - - - -

3. 3. Express as a decimal of £1—

18*s.* 6*d.* - - - - - - -

£5 7*s.* 4½*d.* - - - - - -

£2 13*s.* 8½*d.* - - - - - -

2. 4. Express in £ *s.* *d.* to the nearest farthing—

£1·995 - - - - - - - -

£7·879 - - - - - - - -

COMMERCIAL ARITHMETIC.—SECOND PAPER.

Thursday, 30th June.—2.30 P.M. to 4 P.M.

All the working must be shown in its proper position in the answer, and the different steps of the calculation should be shortly indicated in words.

Before attempting to answer any question, candidates should read the whole of it very carefully, since time is often lost through misapprehension as to what is really required.

7. Additional marks will be given for neatness, arrangement, and style.

Algebraical symbols may be used if properly explained.

6. 1. If 17450 articles bought at 12*s.* 6*d.* per hundred be sold at 2*d.* each, find the profit made.

7. 2. An Egyptian pound is worth £1 0*s.* 6¼*d.*, what is the value of £E300000 ?

VALUE.

7. 3. A householder is charged £6 11*s.* 3*d.* as burgh rates for 3 months, the annual rate being 7*s.* in the pound; find the amount of the rental on which he is rated.

9. 4. A man bought a certain exact number of shares for £115 12*s.* 1*d.*, each share costing an exact number of pence. He also bought an exact number of the same shares at the same price for a friend for £122 6*s.* 4*d.* Find the price of the shares and the numbers bought.

9. 5. If a cubic decimetre of ice weigh 918 grammes, find the weight in kilogrammes of a rectangular sheet of ice 48 metres long 25 metres wide, and 6 centimetres thick.

9. 6. If a debt of $17560 is to be paid in francs and centimes, find the amount due, taking a dollar as worth 4*s.* 1½*d.* and £1 as worth 25·2 francs.

9. 7. The length of a rectangular field is to the breadth as 5 to 4 If the area be 4½ acres, find the length and breadth.

12. 8. A publisher paid £85 for printing 10000 copies of a shilling book, £117 17*s.* for the paper employed, and 3¼*d.* a copy for binding. If he sold 9250 copies at 9*d.* each and the rest at 3*d.* each, find his profit, and express it as a percentage (1) of his outlay, (2) of his receipts.

PART VI. OF APPENDIX.

THE ROYAL SCOTTISH MUSEUM,
EDINBURGH.

REPORT *for the year* 1904 *by* JAMES J. DOBBIE, Esq., D.Sc., F.R.S., *on* THE ROYAL SCOTTISH MUSEUM.

31st December, 1904.

MY LORDS,

The past year—the fiftieth since the establishment of the Museum—has been marked by the change of name, from the Edinburgh Museum of Science and Art to The Royal Scottish Museum. This change, following upon the transference of the Museum to the Scotch Education Department, emphasises the position which the Museum has always held as a National Institution. I am happy to say that, so far as I have been able to learn, the new title has met with general approval throughout Scotland.

It is gratifying to note that there has been an increase in the number of visitors to the Museum in the course of the past year. There has also been an increased demand for special facilities for the examination of the exhibits, both from private individuals and from classes of students visiting the Museum under the direction of teachers or instructors, and I am taking such steps as will gradually adapt the character and arrangement of the collections to the requirements of such students, especially in the more technical sections, in so far as this can be done without rendering them less interesting or accessible to the general public. Some of the most important alterations made in the casing of the specimens during the past year have been carried out with this end in view. In particular, a number of new standard cases have been set up in the hall devoted to Mining and Metallurgy, so as to allow of a better classification of the collections exhibited there. In this way the more pressing needs of technical students will be met, but it is evident that the use that is made of the Museum collections in this department is increasing, and that, if the requirements of these students are to be fairly supplied, it will be necessary to provide such additional accommodation as will allow of one hall at least being devoted exclusively to Mining and Metallurgy.

The alteration of the casing in the Textile Gallery, which is now more than half completed, has not only rendered it possible to arrange the exhibits for the first time in an historical series, but has allowed of their being displayed in such a manner that they can be closely examined without being removed from the cases.

Further additions to the casing have been made in the Ethnographical Gallery, in the Machinery Hall, and in the smaller halls of the Natural History Department.

The block of old dwelling houses at the back of the Museum, recently acquired by H.M. Office of Works, has now been pulled down. The danger from fire breaking out in buildings in such close proximity to the Museum, and over which the authorities

had no control, is thus removed, so far as these buildings are concerned. It is much to be desired that the imminent risk arising from the still nearer and more dangerous buildings which remain, may be a matter for consideration at the earliest opportunity.

I submit herewith the Reports of the Keepers of the several departments.

Dr. Traquair reports further progress with the formation of the Zoological Type Collection. A set of specimens illustrative of the technical terms used in the description of Molluscan shells has been arranged and labelled, as also a case presenting an epitome of the classification of insects. The usefulness of the Type Collection is demonstrated by the constant attendance of students in the gallery in which it is displayed. Dr. Traquair also reports progress with the revision of the general collection of shells, with the determination and arrangement of the extensive collection of Exotic Lepidoptera, and with the formation of a collection of Foraminifera.

It is gratifying to find that the Natural History Department has in this, as in former years, been enriched by the gift of many valuable and interesting specimens from private donors.

It was stated in last year's Report that the executors of the late Sir Noël Paton had deposited his extensive collection with the Museum on loan for two years. The character of this collection and the interest taken in it by the public suggested that an effort should be made to acquire it as national property, and after an exhaustive examination of the collection by a well-known London expert in arms and armour, I secured, with the approval of the Scotch Education Department, an option to purchase the whole collection for the sum of £10,000. It was arranged that a portion of this sum should be provided by H.M. Treasury, conditionally upon the balance being raised by public subscription. A generous response was made to the appeal which I issued for assistance, and I mention with special pleasure a donation of 1,000 guineas from the Corporation of Edinburgh. The interest which the civic authorities have thus and in other ways shown in the scheme has greatly assisted in preserving to the city this large collection of valuable, and in several instances, unique objects gathered together by one of its distinguished citizens. It is, however, a matter of great satisfaction that contributions have been received from nearly all parts of Scotland, and I am under a deep obligation to Mr. Chas. E. Whitelaw, of Glasgow, who, on hearing of the effort which was being made to acquire the collection as national property, volunteered to assist me in securing subscriptions in Glasgow and the West of Scotland. Mr. Whitelaw's knowledge of Scottish weapons and of Scottish antiquities generally, gave great weight to his representations as to the value of this part of the collection. Thanks are also due to Sir James Guthrie, *P.R.S.A.*, and Members of the Royal Scottish Academy for much kind help, and to the individual subscribers for their generous support.

In his report on the Art and Ethnographical Department, Mr. Vallance refers to some important loans, especially those from Mr. James E. Cree, and Sir Thomas D. Gibson-Carmichael, Bart. The specimens lent by Mr. Cree were obtained by him during his residence in New Mexico, and were mostly found in old graves in Arizona. They are of great interest as presenting direct evidence of the primitive methods employed in basket work and in weaving, and as illustrations of the systems of decoration and adornment which sprang naturally from the methods of production. Specimens of the kind lent by Mr. Cree, though not uncommon in America, are rare and difficult to obtain in this country.

The loan from Sir Thomas Gibson-Carmichael consists of twenty-nine objects, all of them choice Museum specimens illustrating, both as to material and form, several aspects of classical and renaissance art. The large statuette of Seilenos, of the finest Greek period, was recently exhibited at the Burlington Fine Arts Club and is figured in its catalogue. Two of the marble sculptures are fine Roman work, the others are from the best time of the Renaissance. Five specimens of Della Robbia glazed earthenware admirably supplement the small collection of this artist's work in the possession of the Museum. The classical gems which form part of the loan are of special value to the Museum as temporarily filling a gap in the collection, which does not at present possess a single original example of gems of this kind. A number of pieces of ancient Greek jewellery and several Gallo-Roman brooches, formerly lent by Sir Thomas, have now been presented by him to the Museum.

Dr. Galt reports that a number of new models have been added to the collection in the Machinery Hall, and that progress has been made in carrying out the scheme for forming the exhibits in this Hall into a connected series illustrative of the subject of machine construction. We have been greatly assisted in this work by the advice of members of several eminent engineering firms, some of whom have also themselves contributed valuable specimens to the collection.

A great improvement has been effected in the course of the year in the arrangement of the exhibits in the Mining and Metallurgical Hall, and in this branch of our work also the Museum has been fortunate in having the active co-operation of experts who thoroughly understand the present position of these industries and the requirements of those engaged in the study of them.

The Agricultural Collections have received considerable additions during the year.

The Students' Index Collection of Rocks, formerly in the Geological Gallery, has been transferred to the School Gallery, where, with Mr. Goodchild's assistance, it has been rearranged and relabelled.

In the Scottish Mineral Hall, Mr. Goodchild has been actively engaged with the revision of the descriptive labels. He has also figured many of the crystals, and his drawings have been placed in the case beside the specimens to which they relate. The

Saturday afternoon demonstrations given by Mr. Goodchild continue to attract many students to the Geological Gallery.

The additions to the Library, by donation and purchase, numbered 282 volumes, besides pamphlets. Among the donors were the Governments of France, Canada, Bengal, Burma, and the Panjáb and United Provinces; the India Office, the Trustees of the British Museum, the Board of Education, and the Meteorological Council, London; as well as a number of Societies and Museums in the United States of America, Mexico, South Africa, Australia, Holland, and the United Kingdom. The publications of H. M. Patent Office, the Specifications of American Patents, and a number of the new Ordnance Survey Maps of Scotland on the 6-inch scale, and of England and Ireland on the 1-inch scale, have been received as issued. The General Library was closed to the public in January for repainting. The number of readers during the eleven months from February onward shows a considerable increase on the total for any preceding year. The number of tickets issued, giving free admission to the Library, was 228.

I have the honour to be,

Your Lordships' obedient servant,

JAMES J. DOBBIE.

To the Right Honourable the Lords of the Committee of Council on Education in Scotland.

APPENDIX.

TABLE OF ATTENDANCE OF VISITORS, 1904.

Month.	Sundays.	Week days.	Evenings.	Total.
January - - -	9,923	25,753	17,627	53,303
February - - -	7,209	14,704	12,621	34,534
March - - - -	7,862	14,211	14,660	36,733
April - - - -	8,167	18,812	15,492	42,471
May - - - -	6,729	14,354	9,795	30,878
June - - - -	4,242	14,482	8,106	26,830
July - - - -	7,517	27,498	10,342	45,357
August - - - -	5,553	25,225	11,796	42,574
September - - -	5,756	18,627	12,258	36,641
October - - -	7,767	17,018	13,916	38,701
November - - -	6,398	13,372	10,699	30,469
December - - -	7,280	16,228	10,365	33,873
Total.	84,403	220,284	147,677	452,364

Average annual attendance for last five years, 407,073.

Average daily attendance for 1904 {Sundays, 1,623, Weekdays, 1175.

REPORT OF THE KEEPER OF THE NATURAL HISTORY DEPARTMENT FOR THE YEAR 1904.

In the Natural History Department the accommodation for stuffed Mammalia has been increased by the erection of a large cubical case in Hall No. 2, while in the Hall for British Zoology additional space for Birds has been obtained by completing the wall casing at the South-West corner.

Important work continues to be done in the Zoological Type Collection. A set of specimens illustrative of the technical terms used in the description of Molluscan shells, has been laid out, duly arranged and labelled, as also a case presenting an epitome of the classification of Insects. Many dissected specimens in alcohol, illustrative of the anatomy of both vertebrate and invertebrate types, have also been prepared, mounted and arranged in the wall cases of that collection. In the British Hall, the acquisition of some additional wall casing has necessitated a certain amount of re-arrangement of the Birds, while two cases of Diptera have been added to the exhibited series of British Insects. The revision of the labels of the General Collection of Shells is still in progress, and an additional number of drawers of Exotic Lepidoptera have been determined and arranged. The collections of Fossil Insects and Phyllocarida have been arranged, and a collection of recent Foraminifera has been laid out and labelled. Important additions to the collections have been made both by gift and by purchase. Lord Elphinstone has presented a mounted specimen of the Alaskan Sheep; the Hon. N. C. Rothschild has given a skin of the Sudan Wild Ass, while Mr. F. J. Jackson has presented an example of "Jackson's" Hyrax. Messrs. N. Annandale and H. C. Robinson have given a collection of Bird Skins from the Malay Peninsula, while the Museum is also indebted to Mr. Spencer G. Perceval for a number of interesting minerals. Many British Birds and Insects have also been received from Messrs. Harvie-Brown, W. Berry, C. Campbell, N. B. Kinnear, R. Service, A. E. J. Carter, J. W. Bowhill, Colonel Yerbury, and others. These and other donations will be found in the list appended to this report.

Many interesting additions to the collections have been made by purchase; among Mammalia may be mentioned a specimen of the Greater Kudu (young)

a Canadian Lynx, a Canadian Cross Fox, a skeleton of Przewalski's Horse, and a beautiful example of one of the Zebra Hybrids reared by Prof. Ewart at Penicuik. Among Fishes, a specimen of the remarkable Japanese Shark *Chlamydoselachus anguineus*, has been acquired, and a number of Molluscan Shells, necessary for the Type Collection, have also been procured. A large collection of Palæarctic Butterflies has also been added, numbering over two thousand specimens, while sets of recent Foraminifera and British Echinoderms have likewise been acquired.

A number of dissections in alcohol have also been added by purchase to the Type Collection over and above those which have been prepared in the Museum, while a number of fossils, both vertebrate and invertebrate, have also been procured towards the development of the palæontological aspect of Zoology. In the autumn of the past year Mr. W. Eagle Clarke, Assistant Keeper in the Natural History Department, spent some time at the Light-house on the Flannan Islands, and also in Orkney, where he was able not only to make some additional valuable observations on the Migration of Birds, but also to add to the collections several rare British Birds, among which may be mentioned the Lapland Bunting and the Short Toed Lark the latter being new to Scotland.

In Orkney Mr. Clarke obtained many specimens of the new British Vole, *Microtus Orcadensis*, and a large number of Insects were also obtained at the Flannan Islands.

RAMSAY H. TRAQUAIR, M.D.
Keeper of the Natural History Department.

REPORT OF THE KEEPER OF THE ART AND ETHNOGRAPHICAL DEPARTMENT.

Few additions by purchase in the ordinary course have been made to this department during 1904, the larger part of the grant in aid available for such purchases having been required to supplement the special grant from the Treasury and the liberal subscriptions from the Corporation of Edinburgh and from the general public for the acquisition of the Sir Noël Paton Collection. As, however, this Collection consists of more than 800 objects which when distributed will go to enrich nearly every section of the art department of the Museum, the actual additions will greatly exceed the average of previous years, both numerically and also in the importance and high value of many of the specimens.

The routine work of this department has been carried on steadily during the year and the drafting and printing of revised labels for the Collection illustrative of the arts of Europe is still in progress. A good deal of labour has been expended on the re-grouping of this section so as to bring all the related specimens together and at the same time to set them out in cases which could be accommodated on the north gallery of the Great Hall. By this re-arrangement the north corridor was made available for the exhibition of a portion of the ethnographical collection, which is now being moved into it from the adjoining hall. Some much needed floor space has been thus obtained which, for the time, will relieve the congestion at this part of the museum, and will allow of a more satisfactory display of the very interesting groups of specimens from Africa, many of them gifts or long loans from distinguished explorers.

Two of the loans recently deposited with this department are of more than usual importance both from their extent and value. The large collection of coiled and painted pottery excavated from graves in Salt River Valley, Arizona; Pueblo painted water jars; Apaché basket work, and other allied objects obtained by Mr. James E. Cree during his stay in New Mexico, and lent by him at the close of 1903, was merely mentioned in last year's Report. These have since been added to by a further loan, and the objects have now been classified and arranged and placed on exhibition. In addition to their ethnographical interest as illustrations of the handi-work and art of a primitive race, these specimens throw considerable light on the methods of making earthen vessels probably employed at one time by all peoples before they had learned the use of the potter's wheel.

The other specially noteworthy loan is from Sir Thomas D. Gibson-Carmichael, Bart. It consists of 29 objects, all of them choice museum specimens and representing in various materials and forms both classical and renaissance art. A large statuette in bronze, a Seilenos of the finest Greek period, and a bronze mirror with supporting figure, were formerly in the Forman collection, and several of the classical gems were obtained at the famous Marlborough sale and are figured and described in the catalogue of the Burlington Fine Arts Club Exhibition of Ancient Greek Art. A finely sculptured sarcophagus and the figure of a faun treated decoratively, both in marble, are Roman work of the best period; two medallions, also in marble, with life size heads of children, sculptured in low relief, are of the time of Donatello, one of them certainly from his hand, and with these may be grouped five specimens of Della Robbia ware which are exhibited alongside and admirably supplement the small collection of this work in the Museum. There are also several other sculptures in marble and limestone, notably a Tabernacle with a wrought iron grill, a very perfect piece of Florentine work of the 15th century, which is certain to be of much practical service to art students and designers. A collection of 26 gold ornaments from Taranto, Magna Graecia, and seven Gallo-Roman Bronze brooches, previously on loan from Sir Thomas Gibson-Carmichael, has now been presented by him to the Museum.

Among other gifts may be mentioned an interesting group of Chinese and Tibetan objects, including a sacred book from a lamisary in Song-pan, from Dr. J. G. Cormack, Edinburgh, and a very complete set of chipped stone implements from the Fayûm, and others from Banda, India, given by Mr. H. W. Seton-Karr. The Committee of the Egypt Exploration Fund have this year contributed over 100 objects—antiquities from Deir el Bahari, Oxyrhynchus and Ehnasya, and the Museum has received through Mr. John Garstang, F.S.A., who has been conducting excavations at Beni Hasan, a number of examples found there of Egyptian pottery and painted wood of the XIth dynasty.

At the request of the Edinburgh Architectural Association, the prize drawings of the students of the Royal Institute of British Architects were exhibited in the Museum for a week in April. Enlargements of the photographs taken by the Scottish Antaretic Expedition, and lent for a time by the Secretary, have been set out in a stand album placed in an easily accessible position on the ground floor.

Loans to the Art and Ethnographical Department during 1904:—

Sir R. Rowand Anderson, Edinburgh. Khaki Tartan Dress.

Mr. Nelson Annandale, B.A., 34 Charlotte Square, Edinburgh. 3 cast-iron panels from Thorshavn, Faroe, and Icelandic wood-carving.

Mr. P. G. Boyle, Edinburgh. Ethnographical Collection from Central Africa.

Mr. W. S. Bruce, F.R.S.G.S., Surgeons' Hall, Edinburgh. Photographs of the Scottish Antarctic Expedition.

Sergeant Robert Buchan, Police Office, Pleasance, Edinburgh. The National Challenge Shield, National Life-Saving Competition, and the Scottish Challenge Shield, National Life-Saving Society.

Mr. James E. Cree, Tusculum, North Berwick. Coiled and painted pottery excavated from graves in Salt River Valley, Arizona, Navajo silver earrings, Apaché basketry and stone arrow-heads.

Rev. Samuel Couling, China. Stone implements from Shantung province, China.

Professor P. Geddes, Edinburgh. Cyprióte antiquities.

Sir Thomas D. Gibson-Carmichael, Bart., Malleny, Balerno. Della Robbia panels, Roman Marble Sarcophagus and Sculptured Faun, Florentine limestone Tabernacle, North Italian stone panels, etc. Venetian glass lamp. A bronze Seilenos, and a Greek bronze mirror, with supporting figure, finest Greek period. 10 Classical gems mounted as rings, and unmounted cameo and intaglio.

Mr. William J. Hay, High Street, Edinburgh. Two Persian wooden-spoons and two coloured drawings.

Mr. J. Brownlee Hunter, 7, Abercorn Road, Edinburgh. Two embroidered coats, period of George II., and two ivory-inlaid wooden panels.

Mr. W. G. Page, Surat, India. Chinese porcelain obtained in India.

Loans withdrawn from the Art and Ethnographical Department in 1904:—

Chinese porcelain and embroideries, lent by Mr. D. McCallum. East Indian Weapons, lent by Mr. C. M. Pleyte.

D. J. VALLANCE.

Keeper of the Art and Ethnographical Department.

REPORT OF THE KEEPER OF THE TECHNOLOGICAL DEPARTMENT.

In the earlier half of the year a comprehensive scheme was prepared whereby the Machinery Hall will ultimately be utilised entirely for exhibits in mechanical engineering, ranging from the most elementary machine details to examples of highly complex machines, so arranged as to illustrate the subject of machine construction. This hall is at present partly occupied by collections of ship models, lighthouse apparatus, bridges, electrical instruments, and other exhibits illustrative of various branches of engineering, and the carrying out of the scheme will necessitate the provision of adequate additional space for the exhibition of these important collections. The year has been specially marked by the addition of numerous specimens to the machinery collections, some of them of considerable value and nearly all gifts. Three valuable models of boilers were presented in the course of the year by the respective makers, Messrs. Babcock & Wilcox, Ltd., Glasgow, Messrs. Cochran & Co., Ltd., Annan, and The Stirling Boiler Co., Ltd., Edinburgh; these are now exhibited in the boiler section of the Machinery Hall. A working section of a Willans central-valve engine, presented by Messrs. Willans & Robinson, Ltd., Rugby, forms an important addition to the steam engine section. Three models, viz., a beam engine, a vertical engine, and a donkey engine, have been arranged together in one case, so that they can be set in motion by the visitor, on the plan explained in former reports. A model of a Pelton wheel, which illustrates a type of water-motor rapidly growing in importance, has been added to the hydraulic section; and the series of examples illustrating pumping machinery, the formation of which was commenced last year, has received two valuable additions,—a drum pump, presented by The Drum Engineering Co., Ltd., Bradford, and an Edwards air-pump made under my direct supervision. In the Electrical Section, specimens illustrating the different stages of the manufacture of storage battery plates were presented by The Chloride Electrical Storage Co., Ltd., Manchester. The collection of electrical measuring instruments has been made more interesting by connecting suitable examples to the electric mains, so as to show them in action. The Westinghouse Brake Co., Ltd., London, have presented sections of the air-compressor and driver's valve, used in connection with the air brake, and these, along with the brake proper acquired some years ago, make a complete and instructive exhibit of this important piece of mechanism.

The Mining and Metallurgical collections are being rearranged on modern scientific lines, so as to render them practically useful to those interested in these industries and also to the members of technical classes who consult them in the ordinary course of their studies. Professor Arnold, of Sheffield, who was engaged as adviser, has visited Edinburgh for the purpose of examining and reporting on the existing collections. He was good enough to obtain for me facilities for visiting various iron and steel works in the neighbourhood of Sheffield, and his assistance was also of great value in securing, from different manufacturers, donations of a number of

collections of specimens required to illustrate modern metallurgical processes. Mr. C. D. Geddes, mining engineer, Edinburgh, has rendered similar services in connection with the mining collections. A fine model of a modern pit bottom, showing the method of haulage, has been presented by the Glasgow Coal Co., Ltd., Glasgow.

The School Gallery was, during a large portion of the year, utilised for the Exhibition, under the auspices of the Royal Scottish Geographical Society, of a large collection of maps, etc., which had previously been exhibited in London and elsewhere. Great progress has been made with the formation of the Type Collection of named botanical preparations in spirit exhibited in this gallery, 170 jars now being in position. The Geological Index collection, which has hitherto been exhibited in the Scottish Mineral Hall, has now been transferred to the School Gallery; a large proportion of this collection has been presented to the Museum by Mr. Goodchild. Advantage has been taken of the transfer to rearrange and relabel the collection. Mr. Goodchild has also begun to arrange in this gallery a students' collection relating to mineralogy.

Numerous examples of modern horticultural and agricultural implements were presented and are placed in the Economic Botany Gallery. The entire agricultural collection has been overhauled and is being arranged in new cases.

The principal additions to the permanent collections, during 1904, have been:

(a) By gift—

A model of a water-tube boiler, given by Messrs. Babcock and Wilcox, Ltd., London and Glasgow.

A model of a vertical multitubular boiler, given by Messrs. Cochran and Co., Ltd., Annan.

Seven specimens of armour piercing and explosive shells, given by Hadfield's Steel Foundry Co., Ltd., Sheffield.

A central-valve engine, given by Messrs. Willans and Robinson, Ltd., Rugby.

Model of an actual pit bottom, complete, with haulage ropes, etc., given by the Glasgow Coal Co., Ltd., Glasgow.

A model of a Stirling water-tube boiler, given by The Stirling Boiler Co., Ltd., Edinburgh and Motherwell.

A large volume, containing many engravings, showing the Forth Bridge at various stages of its construction, etc., given by Mr. A. S. Biggart, Dalmarnock Iron Works, Glasgow.

A Drum pump, given by the Drum Engineering Co., Ltd., Bradford.

An air compressor and a driver's valve, given by the The Westinghouse Brake Co. Ltd., London.

(b) By purchase—

Edwards air pump. Pelton water-wheel. Hooke's joint. Mode of circulating pump and engine. Roller bearing.

ALEXANDER GALT, D.Sc.
Keeper of the Technological Department

DONATIONS DURING THE YEAR 1904.

NATURAL HISTORY DEPARTMENT.

Mr. Peter Adair, 1 Charlotte Square, Edinburgh.—Specimen of the Grey-Lag Goose (*Anser anser*) from Wigtown Bay.

Mr. Fredk. C. Adams, F.E.S. 50 Ashley Gardens, Victoria Street. London, S.W.—Specimen of *Ceroplatus tipuloides* from the New Forest.

Mr. James Adams, Comely Park, Duntermline.—Seven specimens of Queen Bees, three "royal" cells, and a portion of comb; Piece of metal gas pipe bored by *Sirex gigas*, also the insect which caused the damage; a collection of Carboniferous Micro-Fossils, chiefly from Lanarkshire.

Mr. Nelson Annandale, B.A., 34 Charlotte Square, Edinburgh.—Fifteen specimens of exotic Insects.

Messrs. Nelson Annandale, B.A., 34 Charlotte Square, Edinburgh, and Herbert C. Robinson, Holmfield, Aigburth, Liverpool.—Seventy-two birds from the Malay Peninsula.

Dr. J. H. Ashworth, University of Edinburgh—Six Moths from Eastbourne.

Miss Evelyn V. Baxter, Strathview, Pitlochry.—Specimen of Common Frog (*Rana temporaria*) from Pitlochry, Perthshire.

Mr. William Berry, Tayfield, Newport, Fife.—Grey Lag Goose (*Anser anser*) three specimens of Carrion Crow (*Corvus corone*), Yellow Bunting (*Emberiza citrinella*), young Thrush (*Turdus musicus*), young Blackbird (*Turdus merula*), and young Redbreast (*Erithacus rubecula*) from Newport, Fife.

Miss Birley, 14 Brunswick Gardens, Kensington, London, W.—Four specimens of *Productus margaritaceus* from the Carboniferous Limestone (Upper Grey Limestone), Great Orme's Head, Llandudno, N. Wales.

Mr. J. W. Bowhill, 80 Inverleith Place, Edinburgh.—Specimen of Queen Bee (*Apis mellifica*) from Kelso; female specimen of Polecat (*Putorius putorius*) from near Ullapool: three Dragonflies and two Beetles from the North shore of Loch Feochan, Argyllshire.

Miss J. E. Brown, 59 Edward Street, Port of Spain, Trinidad.—Six specimens of Birds and Nests from Trinidad.

Mr. James C. Brown, 5 Keir Street, Edinburgh.—Specimen of *Munida rugosa* found on the beach at Gullane; Great Black-backed Gull (*Larus marinus*) from the Firth of Forth.

Mr. Bruce Campbell, 1 Greenbank Place, Edinburgh.—Specimen of Raven (*Corvus corax*) from Cramond.

Mr. Charles Campbell, Cloverlea, Cramond.—Male Starling (*Sturnus vulgaris*) from Cramond,

Miss O. Campbell, 69 Trafalgar Lane, Leith.—Specimen of Finch from St. Helena.

Mr. G. H. Carruthers, The Royal Scottish Museum, Edinburgh.—Female specimen of Roseate Cockatoo (*Cacatua roseicapilla*).

Mr. A. E. J. Carter, 4 West Holmes Gardens, Musselburgh.—A collection of Scottish Insects, comprising 279 specimens.

Mr. Wm. Eagle Clarke, The Royal Scottish Museum, Edinburgh.—Twenty five specimens of Insects from Assynt, Sutherland; two birds from the Kentish Knock Lightship; adult male Black Redstart (*Ruticilla titys*) captured at the lantern of the Eddystone Lighthouse; young Red-breasted Merganser (*Mergus serrator*) from Auskerry, Orkney; twenty-two specimens of Insects from Assynt, Sutherland; a collection of Mammals, Birds, Insects, and Marine Invertebrates from the Flannan and Orkney Islands; Twite (*Linota flavirostris*) from Pentland Skerries.

Major J. Pace Cleghorne, Public School, Broxburn.—Two Fossil Fishes from the Pumpherston Oil Shale, Roman Camp, near Broxburn; Mineral Impression simulating a Fossil Plant, from the Oil Shale, Broxburn.

Colonel H. E. Cowan, 9 Calton Terrace, Edinburgh.—Twenty-seven skins of Indian Game-Birds.

Mr. L. W. Dickson, 6 Gloucester Place, Edinburgh.—Male and female Red Grouse (*Lagopus scoticus*) from Dalbeattie.

Miss Marjorie Maitland Dougall, Scotscraig, Tayport, Fife.—Egg of Hawfinch (*Coccothraustes coccothraustes*) found at Scotscraig, Fife, in August 1903—the first Scotch specimen.

Mr. Robert Dunlop, 5 Morrison Terrace, North Road, Bellshill.—Two carapaces of *Anthrapalæmon* sp. from the Soft Band Ironstone, Airdrie; forty Natural History specimens from Lanarkshire and New Zealand.

The Right Hon. Lord Elphinstone, Carberry Towers, Midlothian.—Male specimen of Alaskan Bighorn (*Ovis dalli*).

Mr. William Evans, 38 Morningside Park, Edinburgh.—Two specimens of *Silpha dispar* from Loch Leven.

Mr. J. K. Galloway, Procurator Fiscal, Lerwick, Shetland.—Three Birds' Eggs from Shetland.

Professor P. Geddes, University Hall, Ramsay Garden, Edinburgh.—Specimen of a Cockroach (*? Panchlora viridis*).

Mr. Angus Grant, Drumnälan, Drumnadrochit.—Male specimen of Long-eared Bat (*Plecotus auritus*) from Drumnadrochit.

Mr. J. A. Gurney, Keswick Hall, Norwich.—Nine eggs of Indian Birds; also a male and female Red-legged Partridge (*Caccabis rufa*) from Norwich.

Mr. J. A. Harvie-Brown, Dunipace, Larbert.—Adult Great Grey Shrike (*Lanius excubitor*) from Gargunnock, Stirlingshire; two White-fronted Geese (*Anser albifrons*) from the island of Tiree; Wild Duck (*Anas boscas*) and variety of the Sparrow (*Passer domesticus*) from Dunipace, Larbert; young Curlew (*Numenius arquata*) from Denny, Stirlingshire.

Mr. Thomas C. Hay, 29 Waterloo Place, Edinburgh.—Specimen of *Turritella terebra* from Japan.

Sir Archibald Buchan-Hepburn, Bart., Smeaton-Hepburn, Prestonkirk, East Lothian.—Snake from the ruins of Old Merv, Central Asia.

Mr. F. J. Jackson, C.B., The Red House, Aldeburgh, Suffolk.—Skin of Jackson's Hyrax (*Procavia Jacksoni*) from Uganda.

Mr. Norman B. Kinnear, 12 Grosvenor Crescent, Edinburgh.—Three Crossbills (*Loxia curvirostra*) from Fochabers; fifteen British Mammals and ten British Birds; five Mammals and two Birds from Kirkmuirhill, Lanarkshire; male Screech Owl (*Scops asio*) said to have been shot at High Tofts, near Hawick; twelve Mammals from Kirkmuirhill, Lanarkshire; four Birds from Fochabers and Blackwood; four Birds and one Mammal from Blackwood, Lanarkshire; four Mammals and three Birds from Newtonhall, Fife; six Mammals and Birds from Windygates, Fife.

Mr. Thomas Kirkpatrick, The Royal Scottish Museum, Edinburgh—Pen of Squid (*Ommatostrephes sagittatus*) from Portobello.

Mr. C. A. Laing, 1 Harrison Road, Edinburgh.—Thirty-one specimens of Invertebrates from Quawbadov, Prestea, Warsaw District, Gold Coast, West Africa.

Mr. W. L. Macgillivray, Eoligary, Barra, by Oban.—Two Birds from Barra, Outer Hebrides.

Mr. J. Mactaggart, The Royal Scottish Museum, Edinburgh.—Eighty-four specimens of British Insects.

Messrs. D. Mann & Son, 18 Fleshmarket Close, Edinburgh.—Specimen of Olive Baboon (*Papio olivaceus*).

Staff-surgeon Charles G. Mathew, R.N., H.M.S. "Eclipse," China Station.—Skins of twenty birds collected on the Lower Yangtse River China.

Mr. N. MacIntosh, The Lighthouse, Suleskerry, Orkney.—Specimen of the Grey Phalarope (*Phalaropus fulicarius*) from Suleskerry, Orkney.

Mr. Peter Morrison, 38 George Street, Edinburgh.—Two Beetles taken from skins in shop in Edinburgh.

Mr. A. Burn Murdoch, Drimnin Lodge, Drimnin, by Oban.—Male and female specimens of Black Grouse (*Tetrao tetrix*) from Drimnin, by Oban.

Mr. J. Kirke Nash, 6, Inverleith Row, Edinburgh.—Specimen of the Blue Titmouse (*Parus cæruleus*); Two young Stock Doves (*Columba œnas*) from Aberlady; young Willow Warbler (*Phylloscopus trochilus*) from Edinburgh.

Mr. T. H. Nelson, The Cliffe, Redcar.—Specimen of the small race of the Dunlin (*Tringa alpina*) breeding at Teesmouth, Yorkshire.

Mr. F. Nisbet, Forthar, Freuchie, Fife.—Young Hare (*Lepus europæus*) from Freuchie, Fife.

Mr. John Paterson, 82 Cumming Drive, Mount Florida, Glasgow.—Specimen of the Garden Warbler (*Sylvia hortensis*).

Mr. Spencer G. Perceval, Henbury, Bristol.—Thirty-four specimens of Minerals, chiefly from the Bristol district.

Dr. Argyll Robertson, 18 Charlotte Square, Edinburgh.—A number of specimens of Tortoise Beetle (*Aspidomorpha sp.*).

The Hon. N. Charles Rothschild, Tring; Male Wild Ass (*Equus asinus Africanus*) shot on the south bank of the river Atbara, Sudan.

Mr. E. S. Russell, 3 Octavia Street, Port Glasgow. Three specimens of *Depastrum cyathiforme* from Greater Cumbræ.

Mr. Robert Service, Maxwelltown, Dumfries.—Four British Mammals and six British Birds; five Birds and one Mammal from Maxwelltown, Dumfries.

Mr. A. Nicol Simpson, Whinhurst, Fordoun.—Five specimens of *Niptus hololeucus* from Fordoun.

Mr. Donald Sinclair, Edinburgh.—Two female specimens of the Glow-worm (*Lampyris noctiluca*) from Thornielee, Selkirkshire.

Mr. R. Smellie, Reay, Thurso.—Male Blackcap (*Sylvia atricapilla*) from Thurso.

Mr. Thomas Southwell, 10 The Crescent, Norwich.—Two Photographs showing Baleen of *Balœnoptera musculus*, *B. borealis*, *B. rostrata*, and *Megaptera longimana*.

Mr. W. H. Speedy, 17 St. Andrew Square, Edinburgh.—Female specimen of Wild Cat (*Felis catus*) from Kingairloch, Argyllshire.

Mr. Alex Thompson, 40b. George Square, Edinburgh.—Specimens of *Corregonus clupeoides* and *Petromyzon fluviatilis* from Loch Lomond.

Mr. James Tomison, Skerryvore Lighthouse, Earraid, Oban.—Adult female Hawfinch (*Coccothraustes coccothraustes*) captured at the lantern of Skerryvore Lighthouse.

Dr. R. H. Traquair, The Royal Scottish Museum, Edinburgh.—Specimen of *Anthrapalaemon sp.* and counterpart, from the Lower Carboniferous, shore between Gullane and Dirleton.

Dr. F. R. Turton, 6 Bath Road, Wolverhampton.—Two specimens of *Chrysomela menthrasti*, Suffr. from Wolverhampton.

Dr. Thomas Walcot, Edinburgh Hydropathic, Slateford.—Specimen of Goliath Beetle (*Goliathus regius*) from Ashanti.

Mr. James Waterston, 9 Woodburn Terrace, Edinburgh.—Young Redstart (*Ruticilla phœnicurus*) from Killin.

Mr. J. Boyd Watt, 26 Hillside Street, Edinburgh.—Deformed Starling (*Sturnus vulgaris*) from the neighbourhood of Edinburgh.

Colonel J. W. Yerbury, 8 Duke Street, St. James, London, S.W.—Five hundred and thirty specimens of Scottish Diptera; twenty-eight specimens of British Diptera.

ART AND ETHNOGRAPHICAL DEPARTMENT.

Mr. William Abel, Edinburgh.—Eskimo bone club.

Mr. Nelson Annandale, B.A. 34 Charlotte Square, Edinburgh.—Brass crusie (*Kala*), Westmann Islands, Iceland.

The late John Alexander Bayne, M.A. Edinburgh.—Ancient Egyptian bronze cat. (Bequest).

Beni Hasan Excavations Committee, per Mr. John Garstang, F.S.A.—XI. Dynasty pottery and painted wood.

Dr. J. G. Cormack, Edinburgh.—Chinese and Tibetan objects, including a sacred book from a lamisary in Song-pan.

Mr. F. T. R. Deas, 4 Carlton Street, Edinburgh.—Naga apparel, etc., Assam.

Dr. H. O. Forbes, Liverpool Museum.—Flint implements, collected by H. W. Seton-Karr from mines of the Ancient Egyptiansin the Wad el Sheikh, Nile Valley Plateaux.

Sir Thomas D. Gibson-Carmichael, Bart., Malleny, Balerno.—Gold ornaments from Taranto, Magna Graecia, and Gallo-Roman enamelled bronze brooches.

Mr. Robert Glen, North Bank Street, Edinburgh.—Model Eskimo figure.

Mr. E. Hunter, 36 Leamington Terrace Edinburgh.—Japanese letter.

The executors of Colonel W. C. R. Judd.—French cavalry pistol picked up on the field of Waterloo, by Commissary-General George Bain.

Mr. C. A. Laing, 1 Harrison Road, Edinburgh.—Two musical instruments, gourd box, and drum from West Africa.

Mr. Bannatyne MacLeod, M.A. Cuddapah, Madras.—Quartzite axes, discoidal implements, etc., from the Valley of the River Pennar, Cuddapah District.

Messrs. MacMillan & Co. Ltd., St. Martin Street, London, W.C.—Chromo-lithographs of the "Kipling plate."

Dr. D. B. Mandhle, Bombay City.—Two sweetmeat boxes of tinned brass.

Mr. D. P. B. Nariman. 10, Roseneath Terrace, Edinburgh.—Bark-cloth curtain, Uganda Protectorate.

Mrs. G. Parkinson, Edinburgh.—North American Indian Kit.

The President and Committee of the Egypt Exploration Fund.—Antiquities from Deir el Bahari, Oxyrhynchus, and Ehnasya.

Mr. Francis Rankin, R.N., 11 Spence Street, Edinburgh.—Brick from the Great Wall of China.

Mr. H. Ling Roth, Halifax, Yorks.—Ten illustrations from the donor's work, "The Natives of Sarawak and British North Borneo."

Mr. H. W. Seton-Karr, 31 Lingfield Road, Wimbledon.—Stone implements from the Fayûm, and from Banda, Central India.

The late Miss Ann C. Simson, Edinburgh.—Chinese painted porcelain mug. (Bequest.)

Mr. P. S. Tillard, University Union, Edinburgh.—Persian inscribed metal bowl.

Mrs. Traill, 13 King's Stables, Edinburgh.—Pillow for lace-making, Pitsligo, Aberdeenshire.

TECHNOLOGICAL DEPARTMENT.

Messrs. Edgar Allen & Co., Ltd., Sheffield, per Professor Arnold.—36 specimens illustrating the manufacture of cast steel.

Mr. A. S. Biggart, Dalmarnock Iron Works, Glasgow.—Volume containing many engravings showing the Forth Bridge at different stages of construction, etc.

Messrs. Babcock & Wilcox, Ltd., London and Glasgow.—Sectional model of a Babcock & Wilcox water-tube boiler (land type); section of header; and two photographs of the marine type of the same boiler.

Messrs. The Chloride Electric Power Storage Co., Ltd., Manchester.—8 specimens illustrating the manufacture of storage battery plates.

Messrs. Cochran & Co., Ltd., Annan.—Model of Cochran's patent water-tube boiler.

Mr. Sidney Coldicutt, Edinburgh.—2 specimens of silica from New Zealand.

Messrs. John Crowley & Co., Ltd., Sheffield, per Professor Arnold.—27 specimens illustrating the manufacture of malleable cast iron.

Messrs. The Dairy Supply Co., Ltd., Edinburgh.—Sample of bog butter.

Mr. F. T. R. Deas, Edinburgh.—61 specimens illustrating economic botany.

Messrs. The Drum Engineering Co., Ltd., Bradford.—One No. 1 Drum pump.

Messrs. The Farnley Iron Co., Ltd., Leeds, per Professor Arnold.—11 specimens illustrating the manufacture of wrought iron.

Messrs. The General Electric Co., Ltd., London.—One Luna Nernst electric lamp complete.

Messrs. The Glasgow Coal Co., Ltd., Glasgow.—Model of an actual pit bottom, showing rope haulage.

Mr. J. G. Goodchild, Edinburgh.—Artificial horizon apparatus.

Messrs. Grover & Co., Ltd., London.—Bolt, fitted with patent spring washer.

Messrs. Hadfield's Steel Foundry Co., Ltd., Sheffield, per Professor Arnold.—7 specimens of explosive and armour piercing shells.

Miss Hadwen, Edinburgh.—No. 1 Remington Typewriter.

Messrs. William Hunt & Sons, Ltd., Birmingham.—15 specimens of agricultural implements.

Mr. Frank Huntsman, J.P., Sheffield, per Professor Arnold.—"Pamphlet, published in 1792, giving a succinct account of Huntsman's cast steel."

Messrs. The Metallic Valve Co., Ltd., Liverpool.—Specimen of Kinghorn's patent metallic valve, multiplex type.

Messrs. The National Boiler and General Insurance Co., Ltd., Manchester.—Section of high pressure fusible plug.

Dr. Argyll Robertson, Edinburgh.—Collection of Calabar beans.

The St. Andrews Antiquarian Society, per Mr. D. Hay Fleming.—Specimens of ancient water-pipe.

Messrs. Robert Sorby & Sons, Ltd., Sheffield.—16 specimens of agricultural implements.

Messrs. The Standard Manufacturing Co., Ltd., Derby.—Collection of arboricultural and other implements.

Messrs. The Stirling Boiler Co., Ltd., Edinburgh.—Sectional model of a Stirling water-tube boiler (land type); and two photographs of the marine type of the Stirling boiler.

Mr. Clement E. Stretton, Leicester.—Specimens illustrating the development of railway permanent way.

Messrs. Trier Bros., Ltd., London.—Bolt, fitted with patent spring washer.

Messrs. Urquhart Lindsay & Co., Ltd., Dundee.—One pair machine-moulded double-helical mitre wheels mounted on stand; and one pair mortice wheels mounted on stand.

Messrs. The Westinghouse Brake Co., Ltd., London.—Section of air-compressor and of driver's valve for Westinghouse brake.

Messrs. The Whitehaven Hematite Iron & Steel Co., Ltd., Whitehaven, per Professor Arnold, Sheffield.—18 specimens illustrating the manufacture of pig iron.

Messrs. Willans & Robinson, Ltd., Rugby.—Section of single cylinder Willans' engine.

Messrs. G. W. Wilson & Co., Aberdeen.—Photograph, framed, of the Forth Bridge.

Scottish Mineral Collection.

(1) Enlarged photographs of a landslip at Hawthornden, given by Mrs. Wharton-Duff, of Rosebank, Rosslyn.

(2) Specimens of Scottish Cassiterite (new to the Scottish list), given by Mr. Clough of the Geological Survey.

(3) Ophitic plates of Ilmenite, given by Mr. J. B. Mears, of Woodburn, Canaan Lane.

(4) Specimens of Geodes, containing Jasper, from Clack Hill, Kingswerton; and one of Calcite sprinkled with Galena and Fluor, given (for the Index Collection) by Mr. Spencer George Percival of Henbury, Bristol.

(5) Chalcosine, from Lochwinnoch, given by Mr. R. S. Houston, Bellahouston, Glasgow.

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Government of France.—Bulletin Officiel, 1904. Ports Maritimes de la France: La Pallice.

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Meteorological Council, London.—Daily and Weekly Weather Reports, 1904; Reports for the years ending 31st March, 1903 and 1904; Hourly Readings for 1900; Climatological Observations, Tropical Africa, 1900-02; Monthly Wind Charts of the South Atlantic Ocean, 1855-99; Report of the Meteorological Committee, Southport, 1903; London Fog Inquiry, 1901-02, Report by Captain A. Carpenter, R.N.; London Fogs, Report of the Meteorological Council.

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Mr. Clarence B. Moore, 1321 Locust Street, Philadelphia.—Aboriginal Remains of the Alabama River; Antiquities of the Florida West Coast; Aboriginal Remains of the N. W. Florida Coast, Parts I. and II.; Aboriginal Mounds of the Florida Central West Coast; Sheet copper from the Mounds.

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Messrs. Babcock and Wilcox, Limited, London.—Steam, its Generation and Use. 4th edition.

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Mr. W. Theobald, North Brow, Crofts Lea Park, Ilfracombe.—13 publ cations of the United States Geological Survey.

Mr. W. J. Furnival, Stone, Staffordshire.—Leadless Decorative Tiles, Faïence, and Mosaic.

Messrs. Urquhart, Lindsay & Co., Limited, Dundee.—Catalogue of Machine Moulded Wheels.

Mr. William Japp, Royal Bank of Scotland, Alyth.—MS Diary of David Spalding of Broomhall, Forfarshire, 1833–53.

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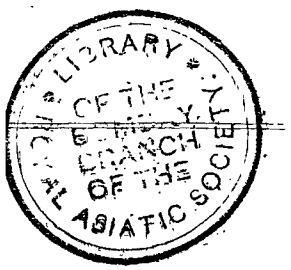

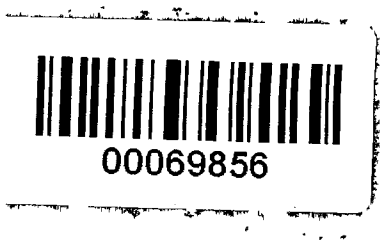
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